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ABSTRACT

Activities funded under Title I of the 1965 Elementary Secondary Education Act evaluated in this report were in progress in 82 elementary schools, 15 junior and two senior high schools, 45 nonpublic schools, three schools for the handicapped, and 24 special institutions during the 1971-72 school year in Los Angeles. For elementary pupils, test results in both reading and arithmetic showed gains slightly improved over 1970-71. Significant gains were found for pupils in Preschool and English as a Second Language programs. Activities in parent involvement and intergroup relations were expanded at both elementary and secondary levels. An encouraging upward trend was found in achievement scores for secondary students when three-year data were plotted. Secondary students who do remain in the ESEA program three consecutive years can be expected to make about twice as much progress as comparable students who are not in ESEA reading and arithmetic. Through the use of the Resource Room, augmented instructional services were provided to more than 1000 public and nonpublic school pupils enrolled in Special Programs for the Handicapped. The Follow the Child Program involved transporting more than 500 Title I eligible pupils to non-Title I schools for the year. Children in nonpublic school ESEA programs were scheduled for remedial help in reading and arithmetic. (Author/JM)

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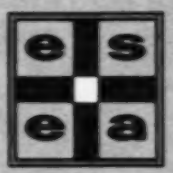
LOS ANGELES CITY UNIFIED SCHOOL DISTRICT
MEASUREMENT AND EVALUATION BRANCH

EXECUTIVE ABSTRACTS

SUMMARY OF THE TITLE I EVALUATION

1971-1972 SCHOOL YEAR



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EXECUTIVE ABSTRACTS

1971-72 School Year

LOS ANGELES UNIFIED SCHOOL DISTRICT
Measurement and Evaluation Branch
December 1972

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ACKNOWLEDGMENTS

These reports are primarily the work of the staff of Measurement and Evaluation, but in a broader perspective they are the work of a much larger group of persons.

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HOWARD BOWMAN, Director
Measurement and Evaluation Branch

INTRODUCTION

Activities evaluated in this report were in progress in 82 elementary schools, 15 junior and 2 senior high schools, 45 nonpublic schools, 3 schools for the handicapped, and 24 special institutions during the 1971-72 school year in Los Angeles.

In accord with state guidelines, all schools included the following components in their program: instruction (reading, language, and arithmetic), auxiliary services, intergroup relations, parent involvement, and staff development.

This volume is one in a series of three evaluating the programs: Technical Reports, Executive Abstracts (a summary of the first volume), and Forms. They deal with elementary, secondary, and nonpublic school activities, and with the following general components or special projects: Special Education for the Handicapped; Follow the Child Program; Mobile Instructional Media Service; Belvedere Junior High School, Grade 9; Inservice, Part C - Parent Workshops; Staff Development; and Neglected and Delinquent Children.

Elementary Schools

For elementary pupils, test results in both reading and arithmetic showed gains slightly improved over 1970-71. Though pupils in the primary grades lowered their position on national norms in reading, upper grade pupils improved their position slightly. In mathematics, all grades evaluated (3 through 6) improved their position on national norms, and the objective of achieving more than one month's gain for each month of instruction was met or exceeded for the 82 Title I schools as a whole.

Significant gains were found for pupils in Preschool and English as a Second Language (ESL) programs. These programs, together with intergroup relations, incorporate a high level of parent involvement and are endorsed with enthusiasm by parents and staff. Contrary to expectations, however, it was found that parent participation in the pre-kindergarten program had little effect on the achievement of the children.

Although budget limitations affected some auxiliary services at the elementary level, the support of counseling, pupil services and attendance, and health services was evident in most schools. Evaluation of PSA activities was extensive, and included five special studies. The findings, although inconclusive, indicated that increased counseling services had a salutary effect on attendance and an even greater impact on citizenship. These evident trends suggest a need for further studies.

Health Services personnel adjusted to an augmented program (27 additional elementary schools) with equanimity, in spite of the stress of logistical problems and decreasing financial support. A novel and successful experiment in the prevention of tooth decay was conducted.

Activities in parent involvement and intergroup relations were expanded at both elementary and secondary levels. There is growing but as yet inconclusive evidence that activities in intergroup relations are raising pupil self-image. However, the expectation of impact on academic achievement from programs which

involve infrequent meetings between participants seems somewhat unrealistic, and evaluation of such impact, if any, becomes more a matter for conjecture than for objective measurement.

Secondary Schools

An encouraging upward trend was found in achievement scores for secondary students when three-year data were plotted for the question: How many classes in the 17 secondary schools achieved their yearly objective of advancing more than one month for each month of instruction?

In reading and arithmetic, from May 1970 to May 1972, more than one-third of all secondary classes were achieving this objective. (A class was considered to be all ESEA students in one grade at each school.) The scores reflecting this progress were for students who were in the program each year, but not necessarily in for all three years.

Secondary students who do remain in the ESEA program three consecutive years can be expected to make about twice as much progress as comparable students who are not in ESEA reading and arithmetic. A three-year, matched-cases, longitudinal study of achievement found that ESEA students advanced 23 months in reading and 20 in arithmetic, while non-ESEA controls moved only 11 months in each during the same time. Continuity of treatment within the secondary ESEA program of individualized prescriptive instruction is cited as one of the factors contributing to this success.

A two-year study of transiency also showed ESEA pupils consistently more stable than the non-ESEA grademates in the same school.

The majority of both recipients and administrators of services considered auxiliary to instruction felt that this component had been highly effective, while tabulations and affective measures tended to show mixed results.

The percentage of secondary students active in improving intergroup relations increased nearly three-fold over the previous year, while a similar increase was recorded for parental participation.

Nonpublic Schools

Children in nonpublic school ESEA programs were scheduled for remedial help in reading and arithmetic. All grades 2 through 8, except grade 2 in reading, achieved their objective for the year in both subjects, with arithmetic noticeably stronger. Staff and parental support for all project activities continued to be firm, as it has been in past years.

Special Activities

Through the use of the Resource Room, augmented instructional services were provided to more than a thousand public and nonpublic school pupils enrolled in Special Programs for the Handicapped. Parents and staff endorsed the various components of the project, particularly the health services, counseling, and special instructional activities.

The Follow the Child Program (FCP) involved transporting more than 500 Title I eligible pupils to non-Title I schools for the year. Instructional outcomes showed mixed results, while parent and staff responses generally were supportive of the activity. Opportunities for increased understanding among divergent cultures were provided, although there was some criticism of project pupil behavior.

The Mobile Instructional Media Service provided two custom-designed vans, which brought a wide variety of audiovisual services to the 102 Title I schools, assisting the educational activities of teachers, administrators, and area personnel. The services given, and the cooperative and pleasant attitude of the staff, received high commendation, and all objectives of the component were met or exceeded.

The Belvedere Junior High School, Grade 9 project, which served approximately 650 pupils, was a unique reading and mathematics demonstration program which incorporated highly individualized prescriptive teaching, use of unusual materials and equipment, and emphasis of a bicultural-bilingual approach for all students. Other Title I services were also provided. Achievement goals were met or exceeded, pupils from project classes showed highly significant gains in both Spanish and English testing, and other activities also were found worthy of continuation and expansion.

Parents were employed as part of the evaluation team to assess the Parent Workshops component. They took an active part in developing forms, monitoring sessions, and collecting and interpreting data. An interesting and unstructured response by each parent-evaluator appears in the Technical Reports volume.

Programs of Staff Development varied greatly in length, content, and manner of presentation. Rating scales and questionnaires were used to obtain feedback from participants and, in general, the objective of attaining 75% positive responses on effectiveness was attained.

With a small staff, the Neglected and Delinquent Children component made a great impact on those it served, providing instructional and supportive services to children housed in 24 institutions and attending 75 public and 7 nonpublic schools.

With the distribution of this volume goes the hope that the data and findings will be of value to project staff members, community persons, school administrators, the Board of Education, Federal and State funding agencies, and all other persons concerned with improving the instructional program for Title I pupils

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ELEMENTARY

COMPONENTS

READING

Pupils	76,893
Elementary Schools	82
Amount Budgeted	$8,019,662

DESCRIPTION: ESEA Title I programs served 76,893 pupils at 82 elementary schools during the 1971-72 project year. For 27 of these schools this was their first year in the program, an increase of nearly 50% in project size from the previous two years.

More than 90% of the Language Arts budget went for additional personnel. The remainder went to purchase materials and for other costs.

For most pupils the instructional period was 90 minutes per day. The instructional program was augmented by more than 1600 aides and more than 400 additional teaching personnel.

A wide variety of programs were planned and implemented, with wide variations within a school in terms of organization and materials used for reading instruction.

Implementation of "diagnostic-prescriptive" methods and increased emphasis on individualization of instruction were trends apparent during the year. Much of the impetus for these complementary trends came from development efforts of the Tri-School Curriculum Council.

OBJECTIVE: The objective for the reading component was

- by May, 1972, to raise the median achievement of project participants in reading/language development by more than one grade-norm month for each month of instruction as measured by standardized tests.

EVALUATION STRATEGY: Administration of standardized tests and analysis of results formed the basis for the evaluation, as required by the legislation providing funds for Title I. In addition, other studies investigated possible relationships among some of the factors believed to affect reading achievement.

FINDINGS: Gains registered by Title I pupils for the current year were slightly improved over 1970-71 scores. Month-for-month gains were achieved only at grade six with pupils at grades one and four falling just short of that goal. Pupils at grade five gained five months in the seven-month instructional period, while second and third graders gained five and six months in the 10 school-month interval between their tests. Over a three-year period Title I pupils averaged 6.6 months' growth for each school year.

Pupils in the primary grades lowered their position on the national norms, while upper-grade pupils improved their position slightly. The difference between primary and upper grades may have been more apparent than real, since three-year studies indicate a tendency for upper-grade pupils to place lower on the norms through the fourth- and sixth-grade years.

Three-year studies of scores resulted in ratings of schools according to the ratio of gains to months of instruction for pupils who completed grades three and six in 1972. Three schools which showed greater gains attained 80% or more of the objective at both levels, 13 at one of the two levels. Four schools which showed lesser gains reached 50% or less of the objective at both levels, and 13 made 50% or less at one level. Relationships were found between school ratings, administrative area, and the school's ranking on the eligibility list for Title I schools. Factors not related to effectiveness were class size, Language Arts budget, length of administrator's assignment, and a number of teacher variables.

Other studies utilizing random samples of schools and pupils found very little relationship between attendance and a pupil's reading score and revealed that scores for successive groups of sixth graders at Title I schools were more variable than scores for successive groups of sixth graders at other schools.

CONCLUSIONS: Several conclusions emerge from the Reading evaluation.

No method has been discovered which is consistently successful in bringing reading achievement of Title I eligible pupils into correspondence with the achievement of more advantaged pupils.

No amount of juggling of objectives has altered this reality.

It seems clear that imposition of unrealistically high expectations places on teachers and schools, already under great pressure, a very heavy burden and that such pressure is the most probable cause of the large regressions which almost inevitably follow reports of large gains.

The mounting evidence gathered from our own experience and from studies of compensatory education projects across the nation leads to the tentative conclusion that the contribution of school to reading achievement appears to be less than previously was supposed.

Title I schools are striving to provide the best reading programs they can and to improve them continuously.

RECOMMENDATIONS: Teachers should be relieved of the unrealistic pressure of objectives so far not attainable in Title I projects across the country. These pressures are the probable cause of some of the wide swings in scores at some schools. Also, the effect of undue pressure on teacher morale may well have undesirable effects on pupils.

Clear definitions of criteria for identifying "effective" and "ineffective" programs are needed and should be based more broadly than on achievement scores.

A pupil data bank should be implemented with full consideration of the potential benefits, as well as the considerable cost and effort required to maintain it.

Wide dissemination should continue of information about the appropriate use and interpretation of test scores and about use of objectives for evaluation.

Monitoring systems should be refined to yield cost-effectiveness information on materials and methods used for reading instruction.

MATHEMATICS

Pupils	76,893
Elementary Schools	82
Mathematics Specialists	65
Teachers (taught all subjects)	2750
Aides (full time)	26
(part time)	1489
Amount Budgeted	$3,956,707

DESCRIPTION: Instruction in the mathematics component was provided on an individual basis, on a small-group basis, and on a regular classroom basis. Types of instructional organization included "pull-out" from classes of pupils, individually and in small groups, by special mathematics teachers; team teaching; and demonstration lessons. Most schools provided learning centers or resource centers containing reference materials for pupils and teachers. Special mathematics teachers were available to regular classroom teachers for individual consultation.

Special instructional materials, such as manipulative games, programmed materials, audio-visual materials and devices, and workbooks, were made available. Diagnostic tests were developed and used to assess frequently the progress of the pupils during the school year.

Most schools scheduled inservice education in mathematics teaching, which was conducted by special mathematics teachers in the schools, by area mathematics specialists, and/or by mathematics teaching experts from outside the District.

OBJECTIVE: The goal of the mathematics component was

- to raise by May, 1972, the median achievement level of project participants in mathematics by more than one grade-norm month for each month of instruction as measured by standardized tests.

EVALUATION STRATEGY: Achievement was measured by standardized tests. Strengths and weaknesses of the program were assessed through staff responses to questionnaires.

FINDINGS: All grades evaluated (three through six) met or exceeded the objective for Title I schools as a whole. However, 11 schools failed to meet the objective in any grade level.

Pupils who began the fourth grade in 1970-71 and completed the fifth grade in 1971-72 met a standard of one month's progress for one month of instruction. Pupils beginning third grade or fifth grade in 1970-71 and completing the fourth or sixth grade, respectively, in 1971-72, did not quite meet this standard. Gains were less over a three-year period.

In response to questionnaires, special mathematics teachers were most critical of the lack of bilingual mathematics materials (where applicable), and were most positive in rating the value of manipulative games and the state text. Several respondents rated as inadequate both the number of special mathematics teachers assigned and the amount of space available in the schools for the program.

In a sampling of classes for which a comparison was made of classes of pupils whose teachers attended inservice sessions in mathematics with classes whose teachers did not attend inservice sessions, third-grade classes of teachers who did not attend such meetings progressed significantly better than classes of teachers who did attend. This finding was reversed for sixth-grade teachers and classes.

Other comparisons indicated significantly more progress in some grades of pupils whose teachers team taught or used materials such as manipulative games, programmed materials, and audio-visual materials. These findings (except class achievement scores) were based on teacher responses to questionnaires.

CONCLUSIONS: Title I schools, as a whole, met the mathematics component objective. In the opinions of teachers and in comparisons of class gains for certain grades, strengths of the program included extensive use of the state text and of special instructional devices, such as manipulative games, programmed materials, and audio-visual materials. Classes of fifth-grade teachers who engaged in team teaching did significantly better than classes of teachers who did not.

In the opinions of some teachers, an insufficient number of special mathematics teachers and a lack of space for the program, as well as a lack of bilingual materials, where needed, were negative factors. Evaluation of class progress, as related to the amount of teacher participation in mathematics inservice sessions, was, on the whole, inconclusive.

RECOMMENDATIONS: Evaluation results suggest that more teachers in schools be assigned responsibility for the mathematics program. Bilingual materials should be developed; also, more funds should be made available for the purchase of special instructional materials and instruction should be provided in their best use.

ENGLISH AS A SECOND LANGUAGE

Pupils	1724
Elementary Schools	36
Teachers	81
Amount Budgeted	$301,700

DESCRIPTION: Students who spoke another language as their first language and who had relatively limited ability in English were provided with a program that encouraged them to maintain their native language and to be proud of their heritage while they were learning English as a Second Language.

Since individual schools reflected individual needs and budgets, three overall program designs were available: short-period instruction (30 minutes to one hour), half school-day, and self-contained programs. All three program designs provided culture-heritage presentations. Half-day and self-contained programs provided the study in the ESL context of other subjects, such as mathematics, social studies, science, and health.

The program helped prepare pupils for success in the regular classroom and was built on their present skills. They shared cultures and traditions and gained greater understanding of the American way of life.

Instruction progressed from hearing to speaking, to reading, to writing and incorporated intensive language instruction and practice. It utilized dramatic representation which simulated real-life situations.

Parents were invited to help plan and implement the program and were encouraged to make culture-heritage presentations in their native language, thus providing an at-school pupil-parent-teacher approach.

All ESL teachers and some aides and parents attended five days of pre-service, which included understanding the problems and needs of students learning a second language, second-language teaching techniques and procedures, the relationship of language and culture, linguistics, materials, orientation, development, and program planning.

Teachers, some aides, and parents were provided monthly inservice training to expand and extend pre-service training, to present new materials and techniques, and to help resolve problems and needs.

At individual schools on-site inservice was provided, upon request, for all teachers, aides, administrators, and parents.

The component was in operation at 36 schools from mid-September, 1971, to mid-June, 1972.

OBJECTIVE: The goal of the ESL component was

- by May, 1972, to improve significantly the verbal functioning level (English) of the participating children.

EVALUATION STRATEGY: ESL pupils in 36 ESEA schools and pupils in six comparison schools were given Level I (pre) and Levels I and II (post) of the Oral English Proficiency Placement Test. The comparison pupils spoke little or no English but were not in the ESL classes.

FINDINGS: The adjusted mean scores of the ESEA group on the Oral English Proficiency Placement Test showed significantly greater gains than the adjusted mean score of the comparison group, with the exception of the fourth- and fifth-grade levels (short-period instruction plan) and grades three and four (half-day and self-contained plans).

The ESL specialists felt the main strength of the program was the H-200 Plus (two-year ESL course) which contains well-organized and prepared lessons. A weakness in the program, they indicated, was large classes. These specialists recommended workshops where ideas for enriching the program could be exchanged among teachers, as well as time for making materials.

The regular classroom teachers stressed a need for more ESL teachers and much more communication between ESL and regular classroom teachers.

Ninety-six percent of the parents wanted the program to continue. However, only 38% of the parents said they had visited an ESL classroom.

Administrators expressed general endorsement of the program.

CONCLUSIONS: Title I ESEA pupils in each of the three plans (short-period, half-day, and self-contained) made significantly higher gains than the comparison children. This indicates that the objective of the component was attained.

The ESL specialists felt the main strength of the program was the H-200 Plus, the comprehensive ESL course. Large class size was a weakness. Workshops where enrichment ideas could be exchanged among teachers would be desirable.

The regular classroom teachers highly approved of the program and recommended more ESL teachers and better communication between themselves and the ESL teachers.

A very positive response from the parents indicated that the program was effective and that they wanted it continued.

Administrators indicated a great need for the program and believed that excellent results had been obtained.

RECOMMENDATIONS: Again, as indicated in the 1969-70 and 1970-71 evaluations, the number of ESL positions should be increased, periods of instruction should be lengthened, and coordination of activities between ESL and regular classroom teachers should be improved.

PRE-KINDERGARTEN

Pupils	1380
Schools	50
Teachers	92
Aides	92
Amount Budgeted	$1,302,411

DESCRIPTION: The pre-kindergarten program was designed to help meet the children's individual needs by improving their self-image, developing their self-reliance, and extending their verbal and listening functioning levels.

Classes were held in 50 schools. Each consisted of a maximum of 15 children who would be of kindergarten age in the following year. Criteria used for selection included such factors as the family's circumstances, housing, economic status, and cultural background. Thirty-nine of the schools provided both pre- and posttesting and were involved in the evaluation.

A diagnostic-prescriptive approach was utilized in the 92 classes involved. In each class a teacher and an education aide planned indoor and outdoor activities to aid the children individually in developing perceptual and motor skills, appropriate social-emotional behavior, and readiness for successful academic performance.

In addition to 184 full-time teachers and aides, five consultants, and one supervisor, there also were part-time counselors and health services personnel who assisted in the component.

The component operated from mid-September, 1971, to mid-June, 1972. Daily classes were held for three hours, in either the morning or afternoon. Teachers made home visits four days a week.

Children's experiences included naming and labeling persons, places, and things. They were involved with the materials and equipment in ways that would expand their listening and speaking skills, their vocabulary, and their comprehension. To help them increase their awareness of the language of mathematical concepts related to number and numeration and to measurement and geometry, the children were encouraged to count parts of their own bodies, objects in their environment, and foods and servings eaten.

Significant experiences were provided in developing perceptual-motor skills and eye-hand coordination skills, such as in rhythms; in the use of balls, ropes, and apparatus; and in block-building; and in experiences, such as tearing, cutting, pouring, and working manipulative games and puzzles. Multi-sensory experiences were provided, when appropriate.

The children observed foods in various forms (fresh, cooked, juiced, dried) and explored surfaces and textures of fruits and vegetables. They took turns setting the table, counted items needed for each child, and began to do simple grouping.

All preschool children were provided physical examinations, hearing and visual screening, dental checks, the Tine Test, and measles and polio immunizations, when appropriate, depending upon recency. (See Health Services report.)

In morning or afternoon, when they were not involved in class work, teachers made home visits, engaged in individual pupil and parent conferences, maintained records, acquired supplies and materials, and each month, attended inservice meetings.

Parents and community volunteers participated in this program on a rotating basis, with parent meetings held monthly in the several schools. Frequent staff conferences were held with teachers and supportive staff members.

Three days of pre-service meetings were held to present and acquaint all staff members with the use of the new Title I Pre-Kindergarten: Program Guide for Teachers. Each day included a general session with a speaker and a slide presentation or film.

Inservice meetings were held each month. These meetings were planned by the supervisor and included all staff members. Major topics explored included identifying and writing behavioral objectives, language development and readiness for reading, the use of audio-visual aids in developing self-image, guidelines for indoor and outdoor learning center periods, and developing concepts in learning centers.

A special diagnostic-prescriptive inservice project for all staff members began in February and concluded in June. These sessions were from two to four days' duration and included the following three mini-courses: child growth and development (psychological), behavior modification, and parent conferencing. Visitation and observation in outstanding preschool programs, participation in workshops for making instructional materials, and developing instructional techniques also were a part of the inservice.

OBJECTIVES: The goals of the pre-kindergarten component were

- by May, 1972, the pre-kindergarten participants will have achieved a mean gain in developmental skills significant at the .05 level.

- by May, 1972, 80% of pre-kindergarten parents will respond in a positive manner on a locally devised questionnaire.

EVALUATION STRATEGY: The Preschool Inventory, Revised Edition-1970, was administered to each child in a random sampling of classes in October, 1971 (pretest) and in April, 1972 (posttest). Parents, teachers, and administrators rated various aspects of the program. Teachers evaluated their education aides, and teachers and their aides evaluated the inservice meetings. The raw data derived from these sources were assembled and interpreted.

FINDINGS: Data from the preschool inventory indicated that children enrolled in morning classes did significantly better than those in afternoon classes.

Based on monthly reports from teachers which reflected the duration (total and categorical) of parent participation, a total number of hours for each parent

was obtained. A comparison of the achievement of children whose parents participated in the classes to a greater extent with that of children whose parents participated less or not at all revealed no significant differences in the pre-post scores of the two groups.

Each subtest of the preschool inventory and the total test were analyzed by means of t tests, comparing pre- and posttest results. Posttest scores were significantly higher than pretest scores (at the .01 level).

Parents responded very favorably to questionnaires sent to them, indicating that children progressed, especially in ability to get along with other children, in expressing themselves orally, and in doing things for themselves. More than 99% of the parents wanted the program to continue.

Strengths of the program reported by teachers and administrators were parent participation, small class size, and full-time aides. Questionnaires completed by teachers and administrators reflected the belief that children benefited greatly from component activities. Teachers, as they had in 1970-71, rated their aides favorably at near maximum on all items.

CONCLUSIONS: Morning classes appear to achieve more than afternoon classes (both the 1970-71 and the 1971-72 results showed significantly greater gains for the morning classes).

Parent participation, regardless of amount of time, had very little effect on the achievement of the children.

The objective of the component, as measured by the preschool inventory, was exceeded, showing gains at the .01 level of confidence.

The program was very favorably endorsed by the parents.

An inservice education program provided training and development of skills that would aid in attainment of the objective. Teachers and aides considered the inservice program very successful.

Teachers and administrators attributed the success of the program to parental participation, the small class size, the presence of full-time aides, and the readiness of the children for the program at the age at which they are enrolled.

RECOMMENDATIONS: More in-depth study of parent involvement in the pre-kindergarten program would seem justified -- since teachers and administrators attributed much of the component's success to such involvement, although data indicated that parent participation, regardless of the amount of time spent, had no significant effect on the children's achievement scores.

Continue the component.

FOLLOW THROUGH

Pupils	2,300
Elementary Schools	15
Amount Budgeted	$1,672,000

Follow Through, a comprehensive research and development project, was designed to meet the instructional, physical, and psycho-social needs of pupils in early elementary grades. Fifty percent or more of the participants have attended a preschool program for one school year and are members of families whose incomes meet the criteria set by the Office of Economic Opportunity. In 1971-72, the third year the project was operated in Los Angeles City Schools, there were 2,300 kindergarten through third-grade pupils who were enrolled in 92 classes at 15 schools with a maximum of 25 pupils per class. The cost of the project was $1,672,000.

Three models of Follow Through were operating in the District, each located in an area having different community characteristics and resources. The Bilingual Model, which was designed for children whose cultural background is primarily Mexican-American, stressed the use of bilingual, bicultural materials to help each pupil develop his proficiency concurrently in both English and Spanish. Experimental materials and staff development were provided by SEDL. The California Process Model expanded the use of the District-State Developmental Team of staff and parents to field test their curriculum, which the Team designed to individualize instruction through a diagnostic-prescriptive approach. The Los Angeles Model schools individualized instruction by field testing their curriculum, which is based on the use of instructional objectives, content and skill development areas, learning centers, pupils' cultural heritage, and creative expression. A unique feature was the implementation of parent-developed multimedia lending centers in each school.

Implementation of the project's stated goals was expanded in depth in 1971-72 for these components: an instructional program individualized to meet the learning needs of these early childhood pupils; staff development; comprehensive supportive services (medical, dental, nutritional, guidance, and social-attendance); articulation with preschool programs; and parent involvement in planning, operating, and evaluating this program.

The four instructional objectives were by May 1972 to bring the mean performance of kindergarten project participants to a level commensurate with the national norms in readiness for entering first-grade pupils; to bring the mean performance of first-grade project participants to a level commensurate with the national norms in reading for entering second-grade pupils; to raise the mean achievement of second- and third-grade project participants in reading skill development by more than one grade-norm month for each month of instruction; and to bring the mean performance of third-grade project participants to a level commensurate with the national norms in mathematics for entering fourth-grade pupils.

Data were analyzed by grade levels and were based on results of the Boehm Test of Basic Concepts administered pre (October 1971) and post (April 1972) and the

Test of Basic Experience, Language, Level L, administered selectively post only in May 1972 to kindergarten pupils. The Cooperative Primary Reading Test, Forms 12A, 23A, and 23B, was administered post only in May 1972 to first, second, and third graders, respectively. The Cooperative Primary Mathematics Test, Form 23A, was administered pre (October 1971) and post (May 1972) to third graders. Follow Through staff and parents completed locally developed questionnaires and rating scales to obtain an evaluation of the instructional program, supportive services, and parent involvement. A data bank was established in order to conduct a long-range study of Follow Through pupils.

Kindergarten pupils for the third year continued to show gains considerably above national norms, with a mean performance score at the 95th percentile. Their scores were significantly higher than those for comparison classes as a project and by models. Bilingual and California Process model pupils with preschool experience scored significantly higher than pupils in these models without this experience.

First-grade pupils scored 1.8 (and, thereby, were significantly higher than comparison classes in non-Title I schools), met the District achievement level, and were one grade-norm month below national norms. There were no significant differences among models. Los Angeles Model pupils scored significantly higher than comparison classes in Title I schools. One school (2.0) scored above national norms, three were at national norms (1.9), and 12 of the 14 Follow Through schools met or exceeded the Title I achievement level (1.7).

Second-grade pupils who had been in the project three years achieved a 2.8 grade equivalent score, which was two grade-norm months above the District level (2.6), one grade-norm month below national norms (2.9), and one grade-norm month above the mean performance score for all Follow Through second graders. California Process Model pupils scored significantly higher than pupils in the other models, yet all three models were significantly higher than the comparison classes in Title I schools. There was no significant difference in mean performance scores for Follow Through pupils with or without preschool experience. Four of the nine Follow Through schools scored at or above national norms, and eight of the nine met or exceeded the Title I achievement level (2.2).

Preliminary analysis of existing attendance data seemed to indicate a positive relationship between time spent in class and scores on achievement tests in kindergarten through second grade.

Administrators reported positive effects of Follow Through on project participants and parent involvement. Their concerns centered on the need for more staff development and supportive services. For the third consecutive year, teachers rated the educational aide component the highest of the project; other parts of the program were rated within the adequate range, with emphasis on suggestions for improving staff development. Parts of the program rated highest by aides were teacher assistance, staff development, and the lunch program.

Medical services centered on screening for defects such as vision and hearing and on conferences with appropriate persons. These services continued at a very high level, with 563 pupils having defects corrected, almost twice the number for the previous year. Dental services were centered on an examination-re-examination basis again this year, with 25% of detected dental defects corrected. All pupils present each day received a breakfast or snack, and a lunch.

The Diagnostic Learning Center, established this year, serviced 54 pupils from two schools; the results of these individual studies were shared with pupils' parents and teachers. Other guidance services included individual work with pupils, conferences, and staff development. Attendance counseling centered on pupil absence, which was mostly for health problems, then on interviews and case conferences.

Parent involvement continued at a very significant level and this year was expanded to include parent inservice. More than 95% of the parents responding reported that Follow Through had helped their child and that they wanted him to continue in the project; that Follow Through had helped them to help their child with his school work at home and at school; that more parents need to become involved in Follow Through; and that Follow Through has helped parents and school people understand each other.

In conclusion, Follow Through pupils continued to achieve at a positive rate for the third year. Kindergarten pupils scored considerably above national norms. First-grade pupils achieved one grade-norm month below national norms, met District mean performance scores, and exceeded Title I scores. Second-grade pupils' scores exceeded the District and Title I mean performance scores and were two grade-norm months below national norms. However, the highest achievers in Follow Through were second-grade pupils who had been in the project three years. These pupils attained scores one grade-norm month below national norms and exceeded the project, District, and Title I achievement levels. Major goals relating to staff development, supportive services, continuity with preschool programs, and parent involvement were met at a satisfactory level.

On the basis of the findings cited in this report, the following recommendations are made: that Follow Through be continued; that the long-range study be extended as Follow Through pupils are enrolled in grades four through six; that further study be conducted on effects of attendance, mobility, parent involvement, and reading program variables on pupil achievement; that staff development be extended to include fourth- through sixth-grade teachers in Follow Through schools; that identification of gifted and special education pupils in Follow Through be continued; and that information on Follow Through be disseminated to a greater degree.

ADDENDUM

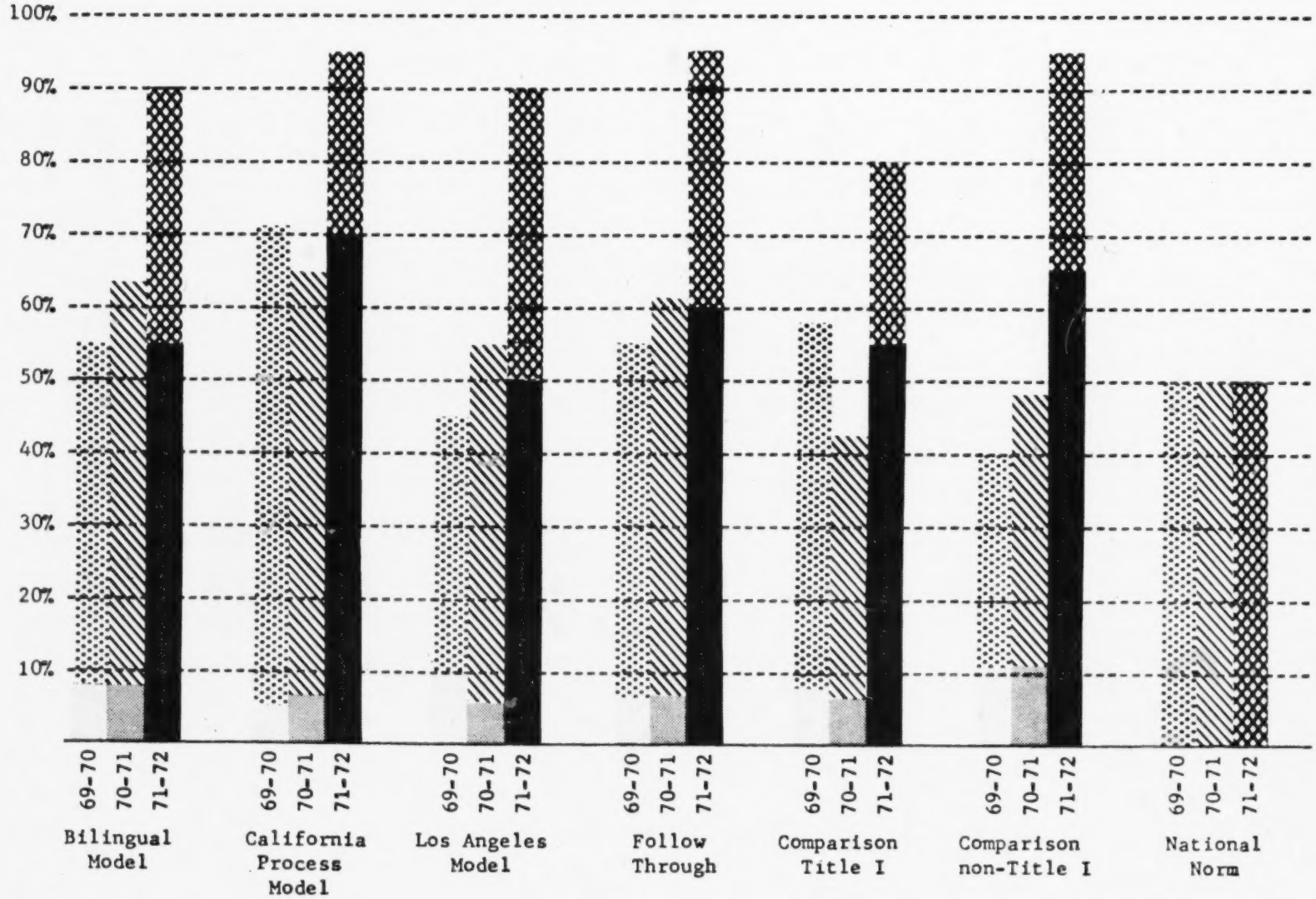
The pilot study of Follow Through consisted of two classes in one school in the Los Angeles Model. This particular school was not a Title I school for a part of the time that the classes were in operation from 1968-69 through 1971-72; thus, for awhile these two groups were the only federally funded program on the campus.

As third-grade pupils, the classes made greater improvement in mean performance scores for one school year than they had made during any other time they had been participants in the project. For example, their scores showed a 10 grade-norm month growth in reading and 12 in mathematics. Even so, their scores were significantly below scores for the comparison group pupils in the same school.

CHART 1

GROWTH IN READINESS RECORDED BY PERCENTILES
PROJECT FOLLOW THROUGH, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT

KINDERGARTEN LEVEL



-70 pre
post

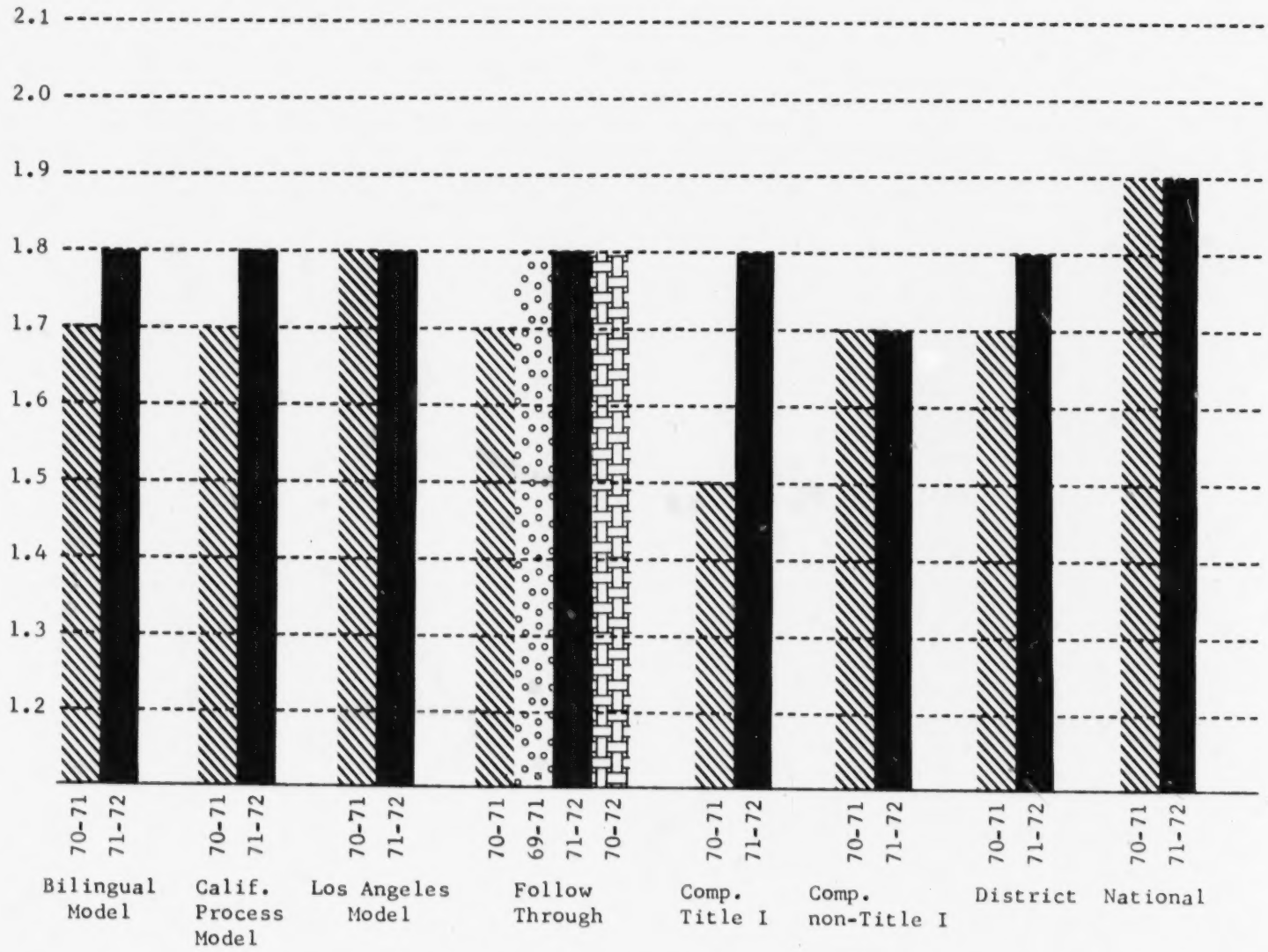
-71 pre
post

-72 pre
post

Note: Chart 1 is based on Metropolitan Readiness Test, Form B, for 1969-70 and 1970-71 and on Boehm Test of Basic Concepts for 1971-72.

CHART 2

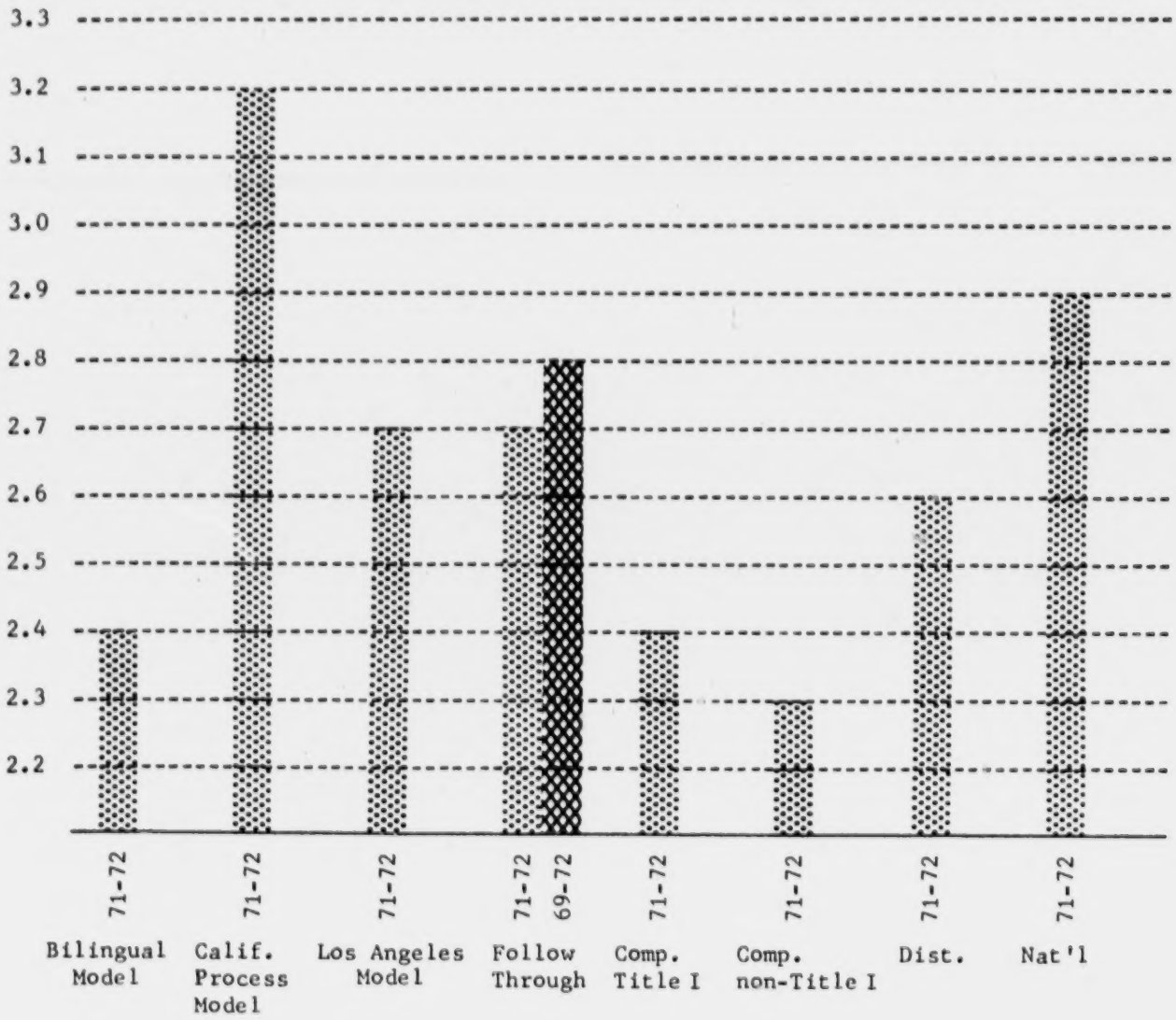
POSTTEST NATIONAL NORM GRADE EQUIVALENTS IN READING, GRADE ONE
PROJECT FOLLOW THROUGH, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT



Note: Chart 2 is based on the Cooperative Primary Reading Test, Form 12A, for 1970-71 and 1971-72.

CHART 3

POSTTEST NATIONAL NORM GRADE EQUIVALENTS IN READING, GRADE TWO
PROJECT FOLLOW THROUGH, LOS ANGELES CITY UNIFIED SCHOOL DISTRICT



Note: Chart 3 is based on the Cooperative Primary Reading Test, Form 23A, administered spring 1972 for the posttest.

COUNSELING

Pupils	7350
Elementary Schools	82
Counselors	35
Amount Budgeted	$457,325

DESCRIPTION: From early-September 1971 to mid-June 1972, 72 of the 82 ESEA Title I schools augmented their regular District counseling and psychological services programs by budgeting 35 additional counselor positions. The supplemental counselor time ranged from one to 17 days per month among the 72 schools. A counseling specialist coordinated the Title I program of school services and inservice education for specially-funded personnel.

Activities of counselors included counseling children in individual and group settings, completing diagnostic studies, and providing teachers with prescriptive or behavior modification programs. They assisted parents and teachers with referral and placement of pupils, served as resource persons to school advisory councils, and conducted guidance inservice programs in local schools.

Title I counselors attended a District inservice class in September, and monthly inservice meetings from February through May. Topics included behavior modification, group counseling, and the use of special tests.

OBJECTIVE: The goal of the counseling component was

- by April, 1972, at least 70% of teachers will indicate on a rating scale that counseling services have assisted them in coping with individual learning and/or behavior problems.

EVALUATION STRATEGY: Records of counselor services in the Title I schools were tabulated. Ratings of counselor services by teachers, principals, and counselors were tabulated and analyzed; and comments were categorized to assess strengths and weaknesses and to make recommendations for the program.

FINDINGS: More than 70% of teachers responding to a questionnaire rated the component fair-to-effective in assisting them with learning and behavior problems and in developing positive attitudes. Teachers having five or more pupils with counselor contacts rated the component higher than did those with fewer pupils having such contacts.

Principals rated the component "good" on six of seven items relating to counseling and testing. Both teachers and administrators believed that the most effective services were individual testing, counseling, and parent conferencing. Counselors chose case conference teams, individual diagnostic studies, and teacher conferences as the most effective. All three groups felt that more counselor services were needed. A third of the teachers questioned believed that counselor assistance with problem children was inadequate.

The number of counselors and volume of services were comparable to those of last year, but the ratio of counselor- and services-to-pupil was down. Emphasis shifted from psychological reevaluation to early identification of pupils with superior potential and achievement.

CONCLUSIONS: The component fulfilled its stated objective of securing the approval of 70% of respondent teachers. School administrators also endorsed the component with ratings and comments. Teachers, counselors, and administrators believe that more counselors are needed.

RECOMMENDATIONS: More counseling time should be provided for individual and group counseling and for conferences with parents.

Counselors should concentrate on providing practical ideas to teachers to assist them with children who have learning and/or behavior problems.

Principals, teachers, and counselors should work together to develop a counseling program which facilitates communication, clarifies referral procedures, and provides the quickest and most efficient service to the school staff. Teachers, especially, need to be aware of what the counselor can or cannot do and how to utilize counselor services.

To assess the impact of counseling services on academic achievement, it is recommended that a study be made to analyze improvement of reading scores of pupils who have received counseling services.

PUPIL SERVICES AND ATTENDANCE

Pupils	76,893
Elementary Schools	82
Counselors	31
Amount Budgeted	$416,099

DESCRIPTION: The Pupil Services and Attendance (PSA) component supplemented regular District services in 56 of its 82 Title I schools by purchasing ESEA-funded positions. Fourteen additional positions were budgeted for the Follow-Through component. PSA services were rendered from mid-September, 1971, to mid-June, 1972. Counselors' time varied in individual schools, according to District time provided and additional ESEA and/or Follow-Through services purchased. Contact with pupils and parents varied in length and frequency, according to need. Counselors conducted pupil and parent interviews and held staff conferences in order to identify, study, and follow up on pupils with attendance problems. They acted as liaison by contacting or referring pupils and/or parents to agencies. They also spoke with parents by telephone and visited pupils' homes. All counselors attended District inservice workshops.

OBJECTIVES: The goals of the PSA component were

- to increase parent awareness of the responsibility to see that their children attend school.

- to improve attendance in school.

EVALUATION STRATEGY: The number of services and participants and the percentage of attendance in 82 ESEA schools were compared with the same factors as tabulated in previous years. The 56 schools that purchased PSA services were compared with the 26 that did not for the current year's attendance and services. Staff ratings and comments on component's effectiveness were analyzed.

Five special studies were completed:

Study I: The relationship was explored between counselor time and services rendered, based upon counselor reports obtained during the fifth month of school.

Study II: Absenteeism was analyzed between the 56 schools that purchased PSA services with Title I funds and the 26 schools that did not. All pupils absent on April 12, 1972, were used in the analysis.

Study III: Absenteeism was analyzed in 18 schools in Title I Areas B and C in relation to allotted PSA counseling hours during four consecutive months.

Study IV: The relation was analyzed between counselor time spent with counselees and attendance. Counselors in those schools who served four to five days (32-40 hours' total time per week) randomly sampled two groups of counselees, "attendance" and "follow-up." Four counselees were selected by each counselor from each of the groups who were identified as having attendance problems during the school year 1970-71.

Study V: An evaluation was made of the effect of the same counselors, but in this case of those who had contact with a different group of randomly selected counselees that were referred for disciplinary problems during the same time period. The pre and post (mid-year and end-of-year) adjustment marks of these counselees and their attendance were compared.

FINDINGS: With half-year figures projected to the 10th school month, counselors served almost 56,000 students. As in previous years, most pupils were referred for "absence," with "health" and "home conditions" given as the major contributing factors.

The comparison between the 56 schools that purchased ESEA-funded PSA services and the 26 schools that did not showed that, projected to the 10th month, the closures in the 56 schools would have been 53,000, a number equivalent to about 95% of the enrollment in those schools, as compared to 2000 closures in the 26 schools, a number equivalent to about 10% of their enrollment.

The mean of PSA counselor services was higher in the 1971-72 school year with 82 schools than in 1970-71 with 55 schools. The actions taken per referral for both school years was 2.5.

The mean of means for the percentage of attendance was reported for 55 ESEA schools in 1968-69 (93.8), 1969-70 (91.7), and 1970-71 (95.3); but for the 82 schools in 1971-72 it was 95.9. Thus, in the 1971-72 school year, the mean of means was higher than for any of the three preceding years. Even if the 1969-70 school months affected by the teachers strike are ignored, the 1971-72 mean is higher than that of 1969-70.

Although the 56 schools that purchased ESEA-funded PSA services had a mean of 21 more counselor hours per week than the 26 schools that did not, their monthly attendance did not differ markedly.

Of 1317 questionnaires sent to a random sample of teachers, 1044 were returned, about 79%. Of 967 teachers responding to one item, 769 indicated that the PSA counselor had contacted their pupils and/or their pupils' parents. Their estimated total was 3387 such contacts, which were rated by 831 teachers at a 4.0 median on a five point, low-high, scale. Of 209 questionnaires returned with comments, almost 93% were favorable. Ten percent of the comments suggested a need for more services; eight percent felt that parents do not follow through on recommendations.

Principals rated as effective the overall PSA services, the individual and home counseling, and welfare/attendance.

A discussion of the five special individual studies follows.

Study I shows a positive correlation between assigned counselor time and volume of services; e.g., number of referrals ($r = .65$) and pupil interviews ($r = .69$). Regardless of the size of the school, the volume of services varied greatly. Efficacy of services was not part of the study.

Study II shows that there was no difference in attendance between 56 schools that purchased counselor time and 26 schools that did not (56 schools, 8.1%; 26 schools, 8.2%). Also, no relationship was found between counseling time and absenteeism in all 82 schools ($r = -.05$).

Study III shows that with all 18 schools from administrative areas B and C included in the analysis, no correlation was found between assigned counselor time and actual pupil attendance. Since some schools may be so unrepresentative as to make atypical responses to treatment, a further analysis was completed. When three such schools were excluded from the study, positive correlation was found in the early school months, diminishing by the end of the fourth month.

Study IV reveals a strong linear increase in counselor time and a small but significant ($p < .0006$) linear decrease in number of days absent for counselees of both the "attendance" and "follow-up" groups over a period of two years.

Study V shows a positive significant difference between mid-year and end-of-year adjustment marks (effort, work habits, and citizenship) for 67 pupils referred to counselors for disciplinary reasons. The decrease in absenteeism and tardiness was not significant.

CONCLUSIONS: The 1971-72 school year attained the PSA objectives of improving school attendance and increasing parental awareness of responsibility by increasing its percentage of attendance over 1968-69, 1969-70, and 1970-71. Although the school mean counselor hours per week in 1970-71 to 1971-72 in the 82 schools as a whole decreased, the "actions taken" per referral, 2.5, for that period remained constant.

PSA counselors in the 56 schools that purchased ESEA-funded services had more hours and were able to process more referrals. However, they also had fewer actions taken per referral than did the 26 schools that did not purchase PSA services.

One might conclude from the five independent studies that schools which put additional funds into counseling time received more services (Study I). Although Study II indicated that there was no significant difference between counseling time and attendance, Study III showed an apparent relationship between counseling time and attendance in typical PSA schools early in the school year. This trend was corroborated by Study IV, which showed the existence of a linear relationship between counselor time and attendance. Study V indicated that counselors may have a significant impact upon pupil behavior. It should be noted that Studies II and III related to assigned counselor time and gross school attendance, while Studies IV and V analyzed the impact of counseling on a sampling of counselees.

Endorsement by principals and teachers indicated that the component had met its objectives.

It is difficult to analyze attendance data because the present method of reporting attendance includes pupils who are, in fact, legally absent from school.

Although this report has gone to great lengths to tabulate and categorize services, no real information is available relating to the impact of these services on the instructional program or the benefit derived from them for the individual pupil. Nor has a meaningful cost figure for such services emerged. The five studies do, we believe, make a move forward in this direction. Only studies dealing with the impact of attendance on pupil achievement may finally shed some light on the effectiveness and importance of these services.

RECOMMENDATIONS: Develop a monthly reporting system of pupil absence which shows the actual number of days a pupil is absent from school.

Report comparative attendance data to schools; e.g., percentage of attendance. The diversity of the findings in the five individual studies and, indeed, their apparent contradictions, together with the evidence that there are a multiplicity of variables involved in the counselor-pupil-attendance-achievement relationships, lead to the likelihood that there would be great promise of significant and important findings in further, more exhaustive studies in these areas.

HEALTH SERVICES

Pupils	69,204
Elementary Schools	82
Staff nurses, including Follow-Through Project	26
Other personnel	5
Amount Budgeted	$468,930

DESCRIPTION: From mid-September, 1971, to mid-June, 1972, the ESEA Title I health services component provided supplemental services in the diagnosis and remediation of health defects, serving almost 70,000 pupils enrolled in 82 public elementary schools. In addition to regular services, an experimental dental topical fluoride gel application project involved almost 3000 pupils. Specially funded personnel included a supervisor, 21 nurses assigned to positions budgeted by individual schools, two additional nurses utilized in the tuberculin survey in all 82 schools, and three more employed in the Follow-Through project in 15 of the 82 schools. Other funded prorated services included 3.2 dentist positions and 0.5 physician position.

OBJECTIVE: The goal of the health services component was

- by the end of May, 1972, at least 50% of project pupils will have received a physical and/or dental examination, and appropriate recommendations will have been made for correction and follow up of all defects discovered.

EVALUATION STRATEGY: The evaluation model was basically a one-group, one-test design, consisting principally of a frequency count of participants and services. Some gross comparisons in trends, percentages, and ratios were drawn between the volumes of service offered in different school years. For the experimental dental project a two-group, two-test model was employed. Staff ratings and comments were analyzed.

FINDINGS: The component encountered logistical problems, including communications and staffing difficulties. The Title I nurse-to-pupil ratio dropped from 1:2000 to 1:4000, and physician-to-pupil from 1:7000 to 1:150,000. The number of referrals was down from 50% of enrollment to 40%.

Ninety percent of pupils were seen by a Title I or District-funded nurse an average of 1.2 times. The percentage of defects processed was down, but the percentage of corrections was up. One-fourth of pupils enrolled were seen by a physician, as compared to one-third last year. One-twelfth of the pupils were seen by a dentist, as compared to one-fifth last year.

With the dissolution of the District dental services, dental examinations were available to children in experimental projects only. Nine percent of pupils examined by a dentist in the Follow-Through project were found to be "needing urgent attention." Pupils in an experimental fluoride application project had significantly fewer new cavities than did the comparison group.

Three-fifths of pupils received audiometric tests, as compared to one-half last year. Hearing losses ran between three and four percent of those tested for both years. One-tenth of pupils enrolled received tuberculin tests, with seven percent of those tested showing as positive reactors, compared to three percent last year. Teachers rated health services "good." They were evenly divided in their written comments on component services, praising the dedicated nurses, but deploring the difficulty of correcting health defects.

Principals rated nurses "effective," most other health services "fair-to-good," and dental services "fair-to-poor."

CONCLUSIONS: If the work of nurses and audiometrists may be included in the term "physical and/or dental examination," the component fulfilled its objective. It may be concluded that referrals were "appropriate," since teachers rated them above average and since the percentage of defects corrected increased. School staff endorsed the component with their ratings and comments. Some unfavorable comments appear to apply to lack of quantity of services, rather than to lack of quality.

All Title I health personnel-to-pupil ratios are continuing to decline, resulting in fewer services per pupil enrolled.

Budgetary allowances for health services personnel are not sufficiently competitive for procurement. Some positions may be more difficult than others. Health services personnel were able to maintain a commendable level of some services. The experimental fluoride application program appeared to be highly successful in reducing the incidence of new cavities. The higher percentage of positive tuberculosis reactors may be related either to environmental conditions or to diagnostic procedures.

RECOMMENDATIONS: Since staffing appears to be a major problem in health services, several possibilities of alleviating this difficulty might be explored: 1) continue upgrading the positions that are no longer competitive with those of other agencies, and raise allowances for hourly services, 2) provide differential in benefits as an incentive in recruiting for difficult assignments, and 3) streamline personnel procedures to allow District personnel to take Title I positions without surrendering benefits.

Problems in communication may be inherent in decentralization; it is essential, however, that reliable and complete data be made available to sponsoring agencies.

Regardless of the stated objective, the component should be prepared to offer medical and dental examinations to all pupils so that correctable defects will not progress to the point of being irreparable.

Continue experiments in innovative projects. The radiographic dental diagnostic survey of 1970-71 and the fluoride application project in 1971-72 showed imagination and vigor.

Conduct a follow-up study of all positive reactors to the tuberculin tests to determine the status of their health and to examine accompanying variables, such as age, family health history, and location in the District.

It is urged that, in view of the very evident deficiencies in the health of the children in the target areas, the District restructure its priorities for the expenditure of available funds to provide a greater, rather than a declining, level of health services.

PROGRAM FOR INTERSCHOOL ENRICHMENT

Pupils	6180
Elementary Schools	100
Teachers	156
Parent Volunteers	2000
Amount Budgeted	$120,473

DESCRIPTION: Now in its fifth year, PIE expanded its operations to include more elementary schools and classes, two special education schools, and 10 secondary schools. The addition of two partner classes from the Manhattan Beach City Schools, one from the Palos Verdes Unified School District, and one from University Elementary School, UCLA, marked the first extension of the program to schools outside the District.

The elementary format was similar to that of previous years. Classes from Title I schools were paired with classes of about the same grade level from non-Title I schools. The partner classes were then involved in programs designed so that children from different ethnic, socio-economic, and religious backgrounds could work together toward mutual understanding while involved in a meaningful educational experience. To this end, the classes met 13 or 14 times during the year for day-long sessions; these were either at a home school or on a field trip related to themes developed at the beginning of the year.

Substitute teachers were provided to permit PIE teachers to attend all-day inservice meetings, of which eight were scheduled. Parents participated in program planning and attended some of the inservice sessions, and also assisted teachers on field trips.

Instructional themes usually were related to social studies, science, or art, and field trips to centers and sites connected with the theme provided enrichment and motivation. More than 100 sites, workshops, and centers were visited, in trips also planned to stimulate interaction between groups and increase communication through direct contact, writing, art, music, and photography.

With Board of Education approval, trips were made out of the metropolitan area: three pairs of classes visited Sacramento, one pair journeyed to San Diego, and two pairs to Catalina Island. One pair of classes raised funds and visited Washington, D.C.

A director and four consultants helped to coordinate and expedite the program.

OBJECTIVE: The goal of the PIE program was

- by April, 1972, at least 70% of the project participants will show positive responses toward racially and ethnically integrated educational experiences on a locally devised rating scale.

EVALUATION STRATEGY: A group measure of pupil self-image was administered pre and post. Questionnaires designed to assess success in attaining the program objectives and to report strengths, weaknesses, and recommendations were tabulated, analyzed, and summarized. (Questionnaires were completed by pupils, parents, teachers, and administrators.)

FINDINGS: Both Title I and non-Title I classes showed slight increases in mean raw scores on the posttest of the Pupil Self-Appraisal Inventory. The non-Title I classes had higher pretest scores and made slightly greater gains than did the Title I classes, but the difference between the groups was not statistically significant.

Of the 36 classes tested, 10 recorded higher median scores on the posttest, seven scored lower, and 19 remained relatively unchanged. The Spanish surname classes, although they did not score as high as the Black or Anglo pupils, showed a statistically significant increase as a group from pretest to posttest.

Pupil open-end responses showed a preference for the trips offered by the program, with outdoor attractions clearly meeting with the most favor. Working with the PIE pals (making new acquaintances), experiences shared on trips, and contacts with adults in the PIE program were also cited.

When pupils were asked how they felt about their PIE pals, 58% of their 1507 multiple responses noted benefits derived from the contact; 17% pointed out PIE pal traits to which they objected; and 12% recognized both good and bad characteristics. Nine percent viewed the contacts as too limited to make judgments, and four percent indicated a preference for not having PIE pals.

Parent reactions to the program revealed strong support, with 90% to 95% of all parents wanting PIE to continue. Parents of Title I children were more positive in their assessments of program successes than were non-Title I parents, though both groups were strongly supportive.

Teachers rated the program effective on all five items assessed, with highest ratings for assisting pupils in broadening and enriching their backgrounds and in helping the teacher to be more aware of other ethnic groups.

Principals said that the program was of "much" or "great" help in broadening the ethnic understanding of PIE pupils and teachers and improving the self-concept of the PIE pupils. They were divided in their opinion of the extent to which the program extended its influence to parents and the community.

Manhattan Beach City School District evaluators reported that PIE offered educational opportunities which were viewed as worthwhile by parents, teachers, and pupils. Data supported the assumption that the program helped children develop positive attitudes toward themselves, the school, and other pupils.

CONCLUSIONS: The program objective of having at least 70% of the project participants show positive responses toward racially and ethnically integrated educational experiences was met.

No significant differences in self-concept were found between the Title I and non-Title I groups, although Mexican American youngsters showed a significant gain on the posttest of the Pupil Self-Appraisal Inventory.

Activities which involved the two PIE groups directly, such as working together on projects or playing together, were judged to have greatest merit as intergroup activities.

Parents were strongly in favor of continuing the program.

RECOMMENDATIONS: Ways should be found to expand the program to more schools and classes, expand PIE activities within the partner schools, and continue and expand inservice for teachers and parents.

Teachers should provide more activities in which the two PIE groups can participate together. Ideas are needed to facilitate scheduling, improve communication, and reduce teacher workload and personal expense.

OUTDOOR EDUCATION

Pupils	1484
Elementary Schools	28
Teachers	42
Amount Budgeted	$127,000

DESCRIPTION: The Outdoor Education Program, conducted by the Youth Services Section of the Los Angeles City Schools and guided by an outdoor education specialist and a full-time Title I consultant, provided a five-day camping experience to more than 1400 pupils, mostly fifth-graders, from 28 Title I schools. Each week three classes, totalling 100 pupils, and their teachers were taken to the Outdoor Education Center, in Tanner Canyon of the Brea-Firestone Boy Scout Reservation, 38 miles from downtown Los Angeles. The program was designed to increase pupil knowledge of natural environment and relate it to classroom learning. Prior to the outdoor experience three meetings were held at each school with the classes involved. Goals and objectives were explained to pupils and parents, teachers, and the principal; facilities and personnel were discussed; activities and skills were illustrated; rules and procedures enumerated; and questions answered.

At the Center pupils followed a schedule which included nature and science activities, camp experiences, regular classroom periods, rest, meals, and free time. Most classes were from schools whose enrollments were predominantly Black or Spanish-surname pupils. Generally, there were two classes of one group and one of the other, and human relations and intergroup relations concepts were stressed.

OBJECTIVES: The goals of the outdoor education component were

- at the end of each week 75% of the staff participants will indicate on a rating scale that the program met or exceeded their expectations.
- at the end of the week 95% of the pupil participants will develop one project on astronomy, animal or plant life, ecology, or conservation; e.g., a poster, an essay, an arts and crafts object, or a science kit.
- at the end of the week 75% of the pupils taking a teacher-made test will answer 75% of the items correctly.

EVALUATION STRATEGY: Teacher ratings of program effectiveness were obtained at the end of each camping experience, and a follow-up questionnaire in May assessed teacher opinion of carryover into regular classroom activities. Records of pupil projects completed were categorized and tabulated, and scores on a criterion-referenced test developed from the outdoor education curriculum were analyzed.

FINDINGS: Teacher participants rated the outdoor education program "effective" to "very effective" for 14 curriculum skills and for 14 other items pertaining to the Center and its management. Ratings ranged from 3.0 to 3.9 on a four-point rating scale, "Not Effective" to "Very Effective." Thirty-eight of the 43 teachers rated the overall program 4.0, the maximum rating.

On the follow-up questionnaire, 29 of 32 responding teachers indicated that they were able to utilize ecology successfully in their curriculum as a result of the Outdoor Education Center experience. Other subjects mentioned by more than 20 of the teachers were oral language (28 respondents), written language (26), astronomy (24), geology (24), and zoology (23).

The follow-up ratings indicated that teachers felt that the program had "great value" for stimulating interest in learning and for utilizing intergroup relations activities.

Records of projects completed by 1321 pupils show that each child did at least one project in natural science, ecology, or conservation; about 55% completed more than one project.

Fifty-nine percent of the pupils scored 75% or higher on the science test administered to all pupils at the end of their camp period, and another 10% scored between 70% and 74%. Open-end responses by the pupils were overwhelmingly positive.

CONCLUSIONS: The outdoor education program fulfilled the objectives of having 75% of staff participants rate the program as having met or exceeded their expectations, and of having 95% of pupil participants develop projects. The objective of having 75% of the pupils answer correctly 75% of the items on a criterion-referenced teacher-made test was not attained, since only 59% of the pupils attained that objective.

Teachers valued the program's contribution to classroom skills and improved intergroup relations; it provided them with ideas and experiences they considered helpful in their regular classroom programs.

Children at the Outdoor Education Center were involved actively in intergroup relations experiences.

RECOMMENDATIONS: The program should be continued and expanded, with both the academic and intergroup features of the Outdoor Education Center strengthened.

INTERGROUP MULTI-ETHNIC AWARENESS PROGRAM

Pupils	(Approx.) 20,000
Elementary Schools	79
School Personnel	339
Parents	2600
Amount Budgeted	$173,473

DESCRIPTION: With professional musical performances each month in 79 of the District's 82 Title I elementary schools, the Multi-Ethnic Awareness Program provided opportunities for children from different backgrounds to work together for greater achievement, better intercultural understanding, and more positive self concepts. (Three schools were unable to participate because of overcrowding caused by earthquake damage.)

Singers and musicians of minority extraction who had attained a high level of achievement gave performances from late November through the close of school, and pupils from each school also attended an opera at a nearby high school or college.

Performing artists responded to the mood of the young audiences, and opportunity for participation was often offered. The performances motivated curricular activities. They also generated parent and community participation, and children from many nonpublic Title I-funded schools attended performances at the public elementary and secondary schools.

OBJECTIVES: The goals of the Multi-Ethnic Awareness Program were to have participants improve in self-concept scores, score well on a Phonetic Checklist and on teacher-prepared performance quizzes each month, read biographies of contemporary artists, and read topic sentences dealing with the presentations and write summarizing paragraphs.

EVALUATION STRATEGY: Median scores were obtained and compared for 25 fourth-, fifth-, and sixth-grade classes on pre and post administration of the Pupil Self-Appraisal Inventory. Class rosters were randomly selected and analyzed to assess the degree of attainment of program objectives, and tabulation and analysis was completed for test scores, number of biographies read and reported, teacher quizzes, and paragraph construction assignments. Parent responses and teacher ratings and comments were categorized and analyzed.

FINDINGS: Posttest medians on the Pupil Self-Appraisal Inventory were slightly higher than pretest medians, but did not represent significant gains. (They were encouraging, however, since they indicated a positive direction while other scales used in past evaluations had shown declines in posttest scores.)

Teacher records of scores on the component Vocabulary Test differed widely in completeness and clarity, and were confused on some records with teacher quiz

scores. Seventy-eight percent of the classes scored 70% or above on teacher-prepared quizzes, and records indicated extensive reading of biographies of contemporary artists.

Ratings by teachers and parents strongly endorsed the program.

CONCLUSIONS: Pupils were provided a range of programs which widened and enriched cultural understandings; and, although program objectives as specified were not completely attained, teachers and parents felt that the program succeeded in improving pupil self-image and ethnic pride and motivated the children to increased academic work.

The program was an effective way to involve parents in school activities.

RECOMMENDATIONS: The program should be continued and expanded, with the variety of performances widened to include more ethnic groups and artists.

The system of furnishing pre-program information, background material, follow-up exercises, and suggestions should be continued and further refined.

Specifying objectives which demand an impact on language arts and mathematics achievement from a program involving infrequent meetings between groups seems over-optimistic and somewhat unrealistic. Evaluation of such impact, if any, becomes more a matter for conjecture than for objective measurement. Consideration should be given to revising objectives for this component to reflect greater understanding of what is expected and what is possible of both teachers and pupils.

GENERAL INTERGROUP RELATIONS ACTIVITIES

Pupils	77,000
Elementary Schools	82
Amount Budgeted	$173,473

DESCRIPTION: Intergroup relations experiences other than PIE were provided in the 82 Title I schools, with the most basic intergroup work carried on by regular classroom teachers as a part of their daily lessons. In the absence of guidelines or curriculum materials, of course, these activities were varied, and determined by the schools and teachers.

The Title I staff which conducted the PIE program coordinated a conference for elementary school student councils to discuss school and intergroup problems, to which 35 inner-city schools sent representatives. The staff also assisted with cultural programs, such as Northeast Model Cities, El Mexicano, and Black Cinema Expo.

Principals and teachers responded to items assessing intergroup relations on general questionnaires.

The 1052 teachers who responded mentioned, in order of frequency: ethnic study centers in classrooms or library; assemblies, speakers or programs on intergroup relations; development of curriculum materials for classroom use; Sister School programs, school newspaper exchanges, or other exchanges with another school. Their open-end comments suggest that structured Title I programs, such as PIE, the Multi-Ethnic Awareness Program, and the Outdoor Education Program, have influenced teachers to be more aware of intergroup relations concepts in their own classrooms.

Principals also mentioned the influence of the three on-going multicultural programs. They also reported school journeys; provision of ethnic centers in classrooms and libraries; inservice on human and intergroup relations; assemblies, speakers, or cultural programs; pupil exchanges, sister school exchanges, and newspaper exchanges with other schools. Their comments also indicated that the schools are participating in several intergroup programs conducted by local colleges and universities.

PARENT INVOLVEMENT

Parents	39,450
Elementary Schools	82
Amount Budgeted	$347,378

DESCRIPTION: To increase school-community understanding and cooperation and to help schools meet youngsters' needs more effectively, involvement activities engaged more than 39,000 parents in the 82 Title I elementary schools during the 1971-72 school year. Members of the four Citizens' Compensatory Education Advisory Committees and local School-Community Advisory Councils also helped plan for the Summer Session, during which involvement was continued.

Parents, community representatives, and school personnel worked together in the committees and councils, in parent organizations, in classes and workshops, and in a variety of school-community programs. The importance ascribed to involvement was evidenced in committee and council influence, in work of the Office of Urban Affairs, and in activity of liaison teachers or consultants in 14 of the schools.

Other methods or programs to promote involvement included use of parent volunteers, employment of parents as aides or paraprofessionals, provision for parent-teacher conferences, the offering of adult classes or workshops, and provision for parents to accompany classes on school journeys.

Parents actively assisted in pre-kindergarten, kindergarten, Follow Through, and Program for Interschool Enrichment (PIE) classes, and other involvement opportunities or approaches mentioned by 20 or more schools, including PTA or parents club; Open House, Back to School Night, or similar occasions for visitation, demonstrations, or meetings; and organizations such as Block Parents or Room Mothers.

All schools included plans for parent involvement in their applications and incorporated these in their programs, giving attention to accomplishing the stated objectives of the component.

Continuing assistance and support also was provided by consultants and specialists from the Office of Urban Affairs, working in community relations units at the Area G offices and at 52nd Street, 75th Street, and Vermont Avenue schools. Serving all Title I schools, the consultants attended advisory committee and local council meetings and provided information for members; developed workshops for council members and interested parents; met and conferred with school personnel, parents, and other community people; and engaged in other appropriate activities related to component objectives.

OBJECTIVES: The goals of the parent involvement component were

- to increase significantly parental participation in school events.
- to have at least 50% of participants rate positively their increased knowledge of and involvement in the program, as measured by a parent questionnaire.

EVALUATION STRATEGY: Rating scales and questionnaires were distributed in March and April 1972 to parents, chairmen and members of advisory councils, parents and other community relations consultant contacts, teachers, and administrators. They were designed to assess both the participation in school events and the effectiveness of involvement activities in improving school-home-community communication and increasing parental understanding of the schools.

FINDINGS: Responses to questionnaires by parents, advisory councils, community relations units, teachers, and principals were tabulated and analyzed.

Parents

Of an estimated 7170 questionnaires distributed to parents of pupils in randomly selected classes, 2918 were returned. They showed that more than 40% of the respondents were members of school-connected groups, a generally higher percentage of membership than in 1970-71.

Of the parents who responded, less than 7% had been discouraged by school personnel from becoming active, more than 90% had received information concerning their children and the school program, almost 80% had visited the school or their youngster's classroom, and more than 80% had conferred with the teacher.

More than 32% of the respondents (up almost 5% from 1970-71) had seen stories about the school or its pupils in the newspapers, and more than 94% felt that their youngsters took pride in the school.

Of 240 open-end comments, suggestions, or recommendations, 38 could be classified as critical, with only four or five bitterly so. Approval of the school, staff, or youngster's progress was registered in 88 responses, and 18 respondents endorsed involvement or expressed desire for increased participation. Other parents offered help, requested information, gave reasons for not being involved, or promised to become more active. Still others expressed concern or made suggestions for improvement of academic progress and programs and for safety and child welfare.

Advisory Councils

School-Community Advisory Council chairmen from 38 of 82 schools responded to a questionnaire. They reported group memberships that ranged from 16 to 90, with an average membership of slightly more than 31, of which about 76% were parents. Only one chairman felt that there were "too many" school people; 36 believed that the school was making effective use of the council as an advisory group.

The generally affirmative reactions of the chairmen were echoed in the responses of council members who returned questionnaires from 52 of the schools. More than 30% had attended more than 10 meetings of the council during the year, and almost 33% reported more than 10 informal contacts on advisory council business.

Asked if they were gaining new facts or new ideas about the school, almost 97% answered affirmatively; a great majority also indicated that all members had a chance to present their views and that group members worked well together.

They indicated overwhelmingly that council members and chairmen determined the number of meetings and the topics or subjects to be covered.

Topics considered most important were budget; curriculum (reading and mathematics); parent-school community involvement and cooperation; Title I programs, goals, and procedures; health, safety, and child welfare; and inservice workshops.

Successful activities were workshops or inservice programs, programs to build involvement and cooperation, presentations relating to academic programs and Title I programs and planning, and consideration of budget.

Fewer respondents than in 1970-71 said that none of the topics considered was important or that no projects or activites had been successful.

Community Relations Units

Questionnaires were sent to 130 parents whom community relations consultants/specialists reported as having been served on a specific date, May 24, 1972.

The 49 questionnaires returned showed strongest agreement with statements that the consultant is easy to talk to, helps with problems between school and community, and understands the community and its problems; lower, but still strong, agreement was with statements that the consultant helped the respondent become active in school affairs, that consultants help community people have more trust in the schools, and that consultants help parents tell their feelings about the schools.

Opportunities for communication and increased understanding were seen as strengths of the program, and the most frequently made suggestions for improvement were to lower the number of schools per consultant and to provide more parent inservice.

These contacts felt overwhelmingly that the component should be continued.

Teachers

Of 1317 questionnaires distributed to first-, third-, and fifth-grade teachers, 1044 were returned. The great majority of the respondents said that they had been invited to Advisory Council meetings, and 578 reported being assisted in class or extra-curricular activities by a total of 2219 parent participants, an average of almost four per teacher.

Asked to indicate the number of parents who had visited their classrooms and observed instruction, 825 teachers recorded 5326; and 995 teachers reported conferences with 19,584 parents, an average of almost 20 conferences per teacher.

Of 852 teachers who responded to an item asking for comparison of parent involvement/participation in 1971-72 with that in the previous school year, almost 40% said that it had increased, and less than 9% that it had declined.

Teachers rated school programs "effective" to "fair" in increasing parental knowledge of the school program; in improving communications among school, home, and community resources; in increasing parental participation in school events; and in increasing parental involvement in the program.

In comments made by some 115 teachers, none expressed disagreement with the need for parent involvement, but almost 40 reported difficulties in getting parents to take part in school programs or projects. Several respondents urged increased effort for involvement.

Principals

Sixty-six principals reported memberships in PTA/parents' groups that averaged almost 180, and represented from less than 1% to more than 71% of individual school enrollments. Those who provided figures indicated that 978 parents, an average of slightly more than 14 per school, were active as parent group officers or committee members. The groups had scheduled from 2 to 40 meetings, and attendance at typical meetings ranged from 8 to 250, averaging slightly more than 41 per meeting.

Responses showed that in 77 of the schools 806 parents worked as aides or assistants, an average of more than 10 employees per school. Several principals recorded no volunteer help, but 56 reported a total of 585 volunteers, serving more than 3200 hours per week.

In 51 schools reporting, reading workshops for parents had total enrollments of 1534; 46 had mathematics workshops, enrolling 1307. Classes for Spanish-speaking parents were offered in 35 schools and enrolled 678 adults. Adult classes studying children's motivations and behavior and enrolling 488 parents were presented in 23 schools. Other schools had parent classes or workshops considering Title I budget and programs; library, media, and individualized instruction; sewing and millinery; council and community problems; early childhood education; motor skills; environment and science; Black studies and cultural awareness; and other topics.

Total parent enrollment in these classes exceeded 4900, an increase from approximately 3000 in 1970-71.

Almost 65% of the administrators expressed the opinion that involvement had increased in 1971-72, and less than 3% felt that it had declined.

Principals rated involvement activities "good" in increasing parent involvement/participation. They rated advisory councils somewhat "more effective" than PTA in involving parents, but gave highest median ratings (though from only 13 reports) to other activities such as lighted school, use of volunteers, block parents, and other groups.

Evaluations of the community relations program, from 71 of the 82 elementary principals, showed divided opinion on effectiveness of the work, with the highest judgment going to consultant availability as needed, and the lowest to extent or degree to which the program facilitates contact with parents who have difficulty communicating with the schools.

Forty principals felt that the component should be continued, and 18 that it should not be; 12 were undecided.

CONCLUSIONS: Although development of smooth working relationships has not always been easy, and opinions on effectiveness of individual programs and activities continue to vary, schools and their communities are benefiting from provision of opportunities for parent-school-community interaction.

The number of parents involved in school activities, and reactions of parents, advisory council members and chairmen, community contacts, teachers and administrators, indicate that the parent involvement component met its stated objectives: to increase significantly parental participation in school events, and to have at least 50% of participants rate positively their increased knowledge of and involvement in the program.

RECOMMENDATIONS: Efforts to involve parents and to improve communications among school, home, and community resources should be continued and increased.

School-community relations consultants may need to work more closely with principals to increase mutual understanding of roles and to build cooperative effort to achieve school-community understanding.

Continued effort by all persons involved should be made to publicize school activities and opportunities to become involved and to provide accurate and dependable lines of communication for parents who express interest.

SECONDARY

COMPONENTS

READING AND MATHEMATICS CORE

Pupils	5,426
Schools	17
Junior High 15	
Senior High 2	
Reading teachers	55
Mathematics teachers	54
Education Aides III	125
Counselors	26
Clerks	30
Compensatory Education Coordinators	17
Amount Budgeted	$1,942,592

DESCRIPTION: For the third consecutive year the Student Achievement Center (SAC) instructional component consisted of a core designed to improve pupil achievement in reading and mathematics.

The reading/language component provided intensive instruction for the improvement of skills in reading, listening, speaking, and writing.

The mathematics component presented fundamentals of mathematics and provided for understanding of certain mathematical ideas. It also developed reading skills necessary for the understanding of mathematics as it is utilized in everyday living and in the pursuit of advanced education.

The pupils assigned to the core were able underachievers: pupils of average or above-average ability who had been achieving two or more years below their grade level.

Pupils attended a reading/language class and a mathematics class daily for an average of 50 minutes per class. Class size usually was limited to 20 pupils.

The classes were conducted from mid-September 1971 to mid-June 1972. Comparison pupils were enrolled in regular District English and mathematics classes and were matched to ESEA pupils by ethnicity, grade, intelligence, achievement, and school neighborhood.

Pupils enrolled in the reading and mathematics core received individual tutoring facilitated by a full-time teacher aide working with the regular teacher in each class. Some of the teachers and aides were trained to use prescriptive teaching, the major instructional technique in the core. Prescriptive teaching consists of diagnosing or studying the needs of each pupil and then prescribing (or preparing) and applying instruction to meet those individual needs.

The SAC pupil enrollment for the three-year period (1969-1972) increased from 3,055 (grades 7-9) to 5,426 (grades 7-11). Black pupils accounted for approximately 62%, Brown pupils 35%.

As in the previous two years each participating SAC school had a compensatory education coordinator (CEC) who was of the same ethnicity as were the majority of the pupils of the individual school. The CEC, under the direction of the principal, was in charge of the Elementary and Secondary Education Act (ESEA) program. Each school also had a full-time SAC counselor. Each class had, in addition to a teacher specializing in the component subject, the services of an education aide. In each SAC school one teacher was selected to be the reading coordinator and one to be the mathematics coordinator. School SAC offices were staffed by intermediate clerks and clerk typists serving the ESEA personnel. In addition, the SAC schools shared the services of Pupil Services and Attendance (PSA) counselors; health teams; and area counselors, consultants, and coordinators. The area consultants and coordinators served K--12 and were, in nearly every case, from the elementary division.

OBJECTIVE: The objective of the reading and mathematics core was

- by May 1972, to raise the median achievement level of the project participants by more than one grade-norm month for each month of instruction in both reading and mathematics, as measured by standardized achievement tests.

EVALUATION STRATEGY: Standardized achievement tests, the Comprehensive Tests of Basic Skills (CTBS) in reading, language, and arithmetic, were administered in October 1971 pre, and in May 1972 post, to all ESEA classes and to selected non-ESEA comparison classes. Form R2 of the CTBS was administered to junior high school ESEA and comparison classes, and Form R3 to similar senior high school classes. There were seven school months of instruction between pre- and posttesting. In addition to the CTBS standardized tests, attainment of the component's objective was evaluated at year-end by pupil, parent, and staff ratings. Also, analysis was made of pupils achieving the objective, those reaching grade level, SAC pupil retention, and SAC staff preparation.

The SAC school staffs and the central office staff were provided with computer printouts of pre and post CTBS results, arranged by individual pupil and by teacher. These could be used as additional input for the process of prescriptive teaching. Also, printouts were furnished which gave the longitudinal information of all CTBS tests taken by each pupil in SAC for the three-year period between September 1969 and June 1972. These printouts allowed the staff to see individual progress over a three-year period. In addition, two sets of gummed labels with CTBS results for individual pupils were provided each of the SAC schools for both pre- and posttests.

An individual copy of the 1970-1971 Detailed Evaluation of the SAC program was furnished for each member of the SAC personnel: administrators, certificated, aides, and clerical staff. Inservice meetings were conducted by Title I evaluators at each SAC school to assist the staffs in better understanding the results of the previous year's program.

FINDINGS: In 1970-71 ESEA junior high school pupils made statistically significantly greater gains than did the comparison pupils in four of the eight CTBS subtests. An analysis of covariance, using IQ as a covariate, showed that the significantly greater gains were in language expression, arithmetic computation and concepts (and arithmetic total), and language spelling. Only in language mechanics did the junior high school comparison pupils score significantly higher than did the Title I pupils.

Junior high school Black pupils made significantly greater gains in four of the subtests (language expression, arithmetic computation, concepts, and applications); and Black comparison pupils in none.

Junior high school Brown pupils made significantly greater gain than did their comparison pupils in arithmetic computation, while the Brown comparison pupils were significantly better in language mechanics.

Senior high school pupils made significantly greater gains in five of the eight subtests, while comparison pupils gained in none.

The chart which follows shows the 1971-72 median grade equivalent gains from pre to post for grades four through eleven. In reading, all secondary grades met the objective of eight or more months except for 7th grade (4 months). In language, only grades 7 and 8 failed to meet the objective (with 6 and 5 months respectively). Grades 10 and 11 achieved the objective in arithmetic while grades 7, 8, and 9 did not (with 6, 7 and 6 months respectively).

ESEA PUPILS'
CTBS RESULTS EXPRESSED AS MEDIAN GRADE EQUIVALENTS
1971 - 1972

GRADE	READING				LANGUAGE				ARITHMETIC			
	N	Pre	Post	Diff.	N	Pre	Post	Diff.	N	Pre	Post	Diff.
4	7572	2.9	3.5	0.6	Pupils not Tested				7581	2.7	3.6	0.9
5	8023	3.5	4.0	0.5					7705	3.5	4.4	0.9
6	8162	3.8	4.5	0.7					7911	4.3	5.1	0.8
7	1616	4.4	4.8	0.4	1591	4.4	5.0	0.6	1629	4.9	5.5	0.6
8	1408	4.9	5.7	0.8	1360	5.0	5.5	0.5	1386	5.5	6.2	0.7
9	484	5.7	6.5	0.8	486	6.6	7.4	0.8	494	6.0	6.6	0.6
10	347	5.1	6.5	1.4	448	5.2	6.0	0.8	342	5.6	6.5	0.9
11	160	5.8	6.7	0.9	144	5.0	6.0	1.0	139	6.1	7.0	0.9

Note.--This chart is based on statistical analysis of Comprehensive Tests of Basic Skills scores, performed by the YMEDLEV Quick Median computer program on an IBM System/360. A Diff. score of 0.8 or higher means the objective was met.

The chart above shows that in reading and arithmetic the smallest grade equivalent gains were made in the 7th grade. In the succeeding grades the grade equivalent increase for reading exceeded that of grades 4-6. Thus, it would appear that the change from elementary (the pupil having one teacher for all subjects) to secondary (having different teachers for each subject) is accompanied by a temporary drop in achievement in the 7th grade.

During the three-year period from September 1969 through June 1972, each ESEA pupil was given a unique identification number which was maintained, thus making it possible to chart his CTBS scores for any and all of the six (pre and post) tests he took during the three years.

In the chart below, Group I consisted of ESEA pupils who were in the 7th grade in September 1969, who stayed through the 9th grade in 1972, and who participated in each of the six CTBS tests given during those three years. Their grade equivalent gains for the 28 months between the first and last of the six tests were consistently greater than any of the other groups studied.

Group II consisted of pupils who participated in one or more (but less than six) of the six CTBS tests given during the three-year period. Few of these pupils were in the program for the full three years. Most of them were in for two years or less. Their total subject gains were consistently less than were the gains of those in Group I.

Group III was control pupils who took one or more of the six CTBS tests and who were in regular District classes. This group had the least grade equivalent gains of the three groups.

Thus, it appears that the higher rates of achievement are attributable to regular, long-term attendance, smaller class size and pupil/adult ratio, and specialized teaching techniques.

MONTHS GAINED IN 28 SCHOOL MONTHS
(10/69 to 5/72, Grade 7.2 to 9.9)

CTBS:	READING	LANGUAGE	ARITHMETIC
Group I	23 mos.	16 mos.	20 mos.
Group II	16	12	15
Group III	11	14	11

An analysis of change during the summer vacations showed that for the eight subtests during the two summers (1970, 1971) the Group I pupils gained during the summer in 11 instances, and lost in three; Group II pupils gained in two instances, and lost in six. Group III pupils gained in four instances, and lost in 10.

An analysis of pupil transiency indicated that of the 5,617 SAC pupils enrolled in the 17 SAC schools the first school month, 82% were still in the program at the end of the school year. Of the 31,158 non-SAC pupils in the same 17 schools, 77% were still in their school in June 1972. Both groups showed retention improvement over the previous year.

Personnel records of 125 of the 143 certificated SAC staff members (87%) were analyzed for trends. Records for the other 13% were unavailable. Of those 125 staff members, 77% met the District ESEA guideline that certificated SAC staff must be composed of successful, tenured, or probationary II or III teachers. This was an improvement over the previous year's 70%. The remaining 23% of the staff members were probationary I, substitutes, interns, and others.

The pre-post ratings of prescriptive teaching (Form 101F) this year, as last year, showed that gains or losses were very small, according either to self-rating by teachers and aides or to CEC rating of teachers and aides.

On the SAC Staff Questionnaire (Digitek Form 101F) the highest ratings were given to "the effect on SAC pupils of having aides in the classroom." The lowest ratings were given to "the counseling intern program."

In writing comments most staff members felt more health and counselor services were needed and indicated that they wanted more intergroup activities and much more parent involvement. Suggestions were also made about the need for smaller classes, more inservice, and bilingual staffs in predominantly Brown schools.

Forms for Pupil Evaluation of SAC (Form 101D) were distributed to two randomly selected SAC classes in each school.

Pupils were asked to rate 16 statements. "My feelings about myself" and "SAC has helped me to see my strengths and weaknesses" were rated highest -- "Good." Also rated high were "the SAC program," "interest shown by my parents," and "individual help received from my arithmetic teacher." Lowest ratings were given to "Home visits by SAC teachers and counselors" and "contacts with the counselor from downtown" (consulting counselor).

On a 1-3 scale (No--Don't Know--Yes), parents rating on a questionnaire most strongly agreed (2.9) that:

- they felt SAC helped more than regular classes.
- they approved of intergroup activities.

Their lowest ratings (2.0, Don't Know) were that:

- someone from SAC contacted me at home.
- my child has seen the SAC nurse or doctor.

Compensatory education coordinators were rated by the SAC staff, pre in November 1971 and post in May 1972, on their administrative skills. On a 1-5, poor-excellent scale, the mean overall loss of -.1 was the same this year as for last.

CONCLUSIONS: The objective of gaining more than one grade-norm month for each month of instruction was achieved in all grades (7-11), except for grade 7 in reading, grades 7 and 8 in language, and grades 7-8-9 in arithmetic. The fact that the least gain occurred in grade 7 coincides with the change from elementary (one teacher) to secondary (multiple teachers).

Based on analysis of covariance, the secondary ESEA pupils showed significantly greater gains in half or more of the eight CTBS subtests than did the comparison pupils, who were significantly better in only one subtest. Junior high school Black ESEA pupils made significant gains in four subtests, to one for Black comparison pupils; while the junior high school ESEA Brown pupils and Brown comparison pupils achieved significance in only one subtest each. This pattern was reversed for senior high school pupils, with the Brown ESEA pupils making significant gain in five subtests, and none for Brown comparison pupils.

A three-year study of ESEA pupils meeting or exceeding the performance objectives showed that in nearly every case each year's gain exceeded that of the previous year. A study of change from posttests (before the summer vacation) to pretests (after the summer vacation) indicated that ESEA pupils retained for three years had consistently gained in grade equivalent over the summer; the transient ESEA pupils tended to lose slightly; and non-ESEA pupils lost at the greatest rate.

A two-year study of pupil transiency showed the ESEA pupils consistently had greater stability than non-ESEA pupils in the same schools.

The above studies lead to the conclusion that ESEA pupils consistently progressed in reading, language, and arithmetic at a greater rate than did their comparison pupils, and that the longer a secondary pupil was in ESEA classes the more accelerated was his growth.

Comments from staff, pupil, and parent questionnaires included specific approval of small classes, individual attention from teachers and aides (one adult to 10 pupils), and improved instruction (compared to regular classes).

RECOMMENDATIONS: In view of the continuing approval of staff members, pupils, and parents; and in consideration of the constant acceleration of pupil gains each succeeding year, it is recommended that small classes be retained and that these classes continue to be instructed by the trained cadre of teachers and aides.

In order to improve the low percentage of return of pupil, parent, and staff member questionnaires, there is need to improve techniques in distribution and monitoring the prompt return of the questionnaires. Better communication lines need to be established with the parents to improve their very poor rate of return of questionnaires.

Teachers, Aides III, and other staff personnel need central office leadership in inservice and in the development of classroom materials for prescriptive teaching. This is necessary for the successful use of the mandated technique by teachers and to the understanding of it by consultants and administrators.

In response to frequent questioning by staff members for input to achievement other than the CTBS, it has been recommended by the evaluators that criterion-referenced tests be written by individual teachers, or through an area office inservice team. Consideration should be given to conducting a six-week, paid, summer inservice of teacher experts in reading and arithmetic to create a series of sequential criterion-referenced tests that could be uniformly used for grades 7 through 11. Scoring of the criterion-referenced tests could be done by the District-funded Classroom Teacher Support System (CTSS), so that prompt progress evaluation and feedback would be possible.

AUXILIARY SERVICES

Pupils		5,426
Schools		17
Junior High	15	
Senior High	2	
Counselors		26
Area Counselors		4
PSA Workers		12
Nurses		7
Amount Budgeted		$449,915

DESCRIPTION: The Auxiliary Services component supplied a variety of services. Student Achievement Center (SAC) counselors, Intern counselors, and Pupil Services and Attendance counselors were responsible to specific schools in providing guidance, counseling, and psychometric assistance to project pupils and parents, conferring with school staffs and agency workers, visiting homes and involving pupils and their families in counseling sessions.

In contrast to last year's model, not all project pupils were seen this year by counselors and workers; instead, only SAC pupils in need of services were contacted. These pupils often were seen on a regular weekly basis, or more frequently, when necessary. SAC pupils in groups were counseled on a regular schedule in some schools.

Each of 17 project schools was assigned a full-time ESEA counselor. Three schools also had the services of another full-time counselor. Additionally, four project schools each secured the services of one intern counselor; 10 schools individually employed one or two PSA workers; and nine schools each bought District area counseling time. Intern counselors worked on a half-time basis, going to California State University at Los Angeles the rest of the day; PSA workers spent one to three days in schools; and four area counselors worked one to two days in Title I secondary work. Individual school selection of auxiliary services personnel allowed schools to operate either with only the one ESEA counselor, or with all, or a combination of the four kinds of auxiliary services.

Seven SAC registered nurses reported to certain schools weekly, working five days or less in each school with doctors and dentists as teams to identify pupils in need of medical and/or dental attention. Nurses attempted to see project pupils at least once during the school year; they also had conferences with parents and school personnel and recorded all such contacts. The team focused on pupils without recent physical examinations.

OBJECTIVES: The goals of the auxiliary services component were

- by April 1972 at least 70% of teachers will indicate on a rating scale that counseling services have assisted them in coping with individual learning and/or behavior problems.

- selected pupils will demonstrate knowledge of their educational strengths and weaknesses and will show acceptance of responsibility for remedying those weaknesses, as indicated by no significantly different scores (at .05) on locally devised rating scales given in October 1971 and April 1972 to selected pupils, their English and mathematics teachers, and their counselor.

- to improve pupil attendance.

- by the end of May 1972 at least 50% of project pupils will have received a physical and/or dental examination, and appropriate recommendations will have been made for correction and follow up of all defects discovered.

EVALUATION STRATEGY: Factors involving selected project pupils were compared with those of District pupils from their own schools. The variables examined included pre-post scores on a non-standardized instrument, the Rating of Pupil Strengths and Weaknesses, and pupil responses to an attitude scale (QMOC).

Project pupils' attitude scores, pre and post, were analyzed and compared with those of district pupils. Also, project pupils rated their strengths and weaknesses in terms of academic and personal characteristics. These dimensions, also, were rated pre and post by the pupils' reading and mathematics teachers and counselors.

Project personnel, including doctors and dentists, kept monthly records of contacts with pupils, parents, and staff members. Program features were rated by pupils, parents, and project staff at year-end, and narratives about services also were gathered.

FINDINGS: The Quick Measure of Concept (QMOC), an attitude scale, was administered pre and post to selected pupils in 10 of 17 ESEA schools. Comparison pupils in each of the 10 schools also were tested. A shift of mean score was interpreted as noteworthy if the post means moved one point minus or plus from the pre mean, based on standard error scores for QMOC data from the past four years.

The Black ESEA group showed three significant and three noteworthy negative changes in post means. Changes were directed to concepts about self, other persons, and the school. The comparison Black group exhibited two positive noteworthy changes, pointed at concepts about self.

One significant and four noteworthy negative changes in post means were shown by the Brown ESEA group. Changes dealt with the qualities of self, other persons, and the school. The Brown comparison group indicated post mean scores of which four were noteworthy negative and one positive. Negative scores were directed at the qualities exhibited by the ESEA group while the lone positive score was directed to the concept, "Person I Want To Be."

Both junior high school ESEA groups showed negative changes in post means directed toward the same kinds of concepts. The ESEA group displayed three significant and three noteworthy negative changes in post means, while the comparison was showing three negative noteworthy changes and one positive.

The Black high school ESEA group showed five noteworthy changes in post means, of which four were positive and one negative. Positive changes were directed to other persons and the school, while the negative change gravitated toward the concept, "My Best Friends." Its comparison group indicated one negative significant and one positive noteworthy change in post means; the negative change was directed toward the self, while the positive inclined toward the concept "Teachers."

Changes in post means, five positive and one negative noteworthy, were indicated by the Brown ESEA high school group and its comparison group. The positives of both groups were directed to the self and other persons, while the one negative was pointed to the school.

Senior high school groups exhibited seven (ESEA) and four (comparison) positive noteworthy changes in post means. These results suggest that these two groups had made more progress toward alleviating blocks to learning and attitude change than had the junior high school groups.

A rating instrument, the Rating of Pupil Strengths and Weaknesses (RPSW), was administered to selected pupils, pre and post, in 10 ESEA schools. Pupils, teachers (reading and arithmetic), and counselors also were asked to respond to this rating scale, intending to determine how closely the pupil, his teacher, and his counselor would agree on the pupil's ability to operate in a classroom situation and the degree of responsibility raters would undertake to remedy any deficiencies the pupil might have.

Pre-post differences for Black groups revealed that the four groups agree that pupils have improved their ability in getting better grades, an academic skill. Mathematics and reading teachers had statistically significant agreement on 21 of 23 items in the rating scale. Categories of disagreement pertained to mathematics abilities, which reading teachers rarely rated. Counselors aligned significantly with mathematics and reading teachers' responses on nine items. The area of agreement weighed heavily toward academic tasks and less with personality variables (two). Mathematics teachers and counselors further agreed on two academic skills which reading teachers and pupils did not rate as significantly positive.

Black control pupils and mathematics teachers agreed that pupils did not improve their writing skills. No other areas of agreement were shown by these four Black control groups, even though mathematics teachers showed 10 statistically significant pre-post differences, five on academic skills and five on personality variables.

A comparison of pre-post differences by Brown ESEA groups indicated lower agreement than existed among Black groups. Pupils, reading teachers, and counselors agreed significantly that pupils had increased their learning ability. Reading teachers felt that pupils had shown improvement in all areas except mathematics, as shown by their statistically significant ratings on 21 of 23 rating scale items. Mathematics teachers agreed significantly with reading teachers on five items dealing with academic skills, while counselors concurred with reading teachers on 16 items, nine of which were on academic skills, five on personality, and two on responsibility variables. All adults additionally agreed that pupils had shown improvement in getting better grades, generating new ideas, discussing ideas in class (academic skills), and being fair with other persons.

Brown comparison groups did not show any areas of agreement. Pupils and reading teachers both felt that pupils had significantly changed in the responsibility of turning in work promptly; but, while the teachers indicated pupils had improved, pupils did not so rate themselves. Brown counselors did not turn in data that could be compared with the other three groups.

Adults showed much more significant agreement with each other than with pupils. In part, this trend can be attributed to low ratings pupils were given by adults on pretests and high ratings on posttests. In most cases pupils rated themselves high at the beginning and maintained this opinion on the posttests. Thus, adult ratings showed more change, movement, and significant statistical differences.

Project personnel endeavored to help the project pupils with their problems through the use of individual and group conferences. They also conferred with school and community personnel, kept records of contacts, programmed pupils, administered tests, and made referrals to other staff members and agencies. ESEA counselors' records indicated 12,780 individual pupil conferences, 896 group sessions, and 1,234 pupil-appraisal sessions. In addition, records showed more than 28,000 consultations with school staff personnel and community agencies; more than 7,000 contacts with project pupils' parents; more than 5,000 guidance meetings; and more than 4,000 intake interviews.

PSA workers also maintained records on their contacts with school staff members and parents. Their records showed that they had worked with 2,048 boys and 1,870 girls, a total of 3,918 pupils.

Physicians' reports indicated that 4,233 pupils were given physical examinations. This number of pupils receiving examinations represents 78% of the total ESEA pupil population. The most frequent physical defect found was dental caries, followed by postural and ear defects. More than three times as many pupils had dental caries as had the next most prevalent defect.

According to nurses' records 10,061 pupils, 3,268 parents, and 4,572 school personnel were seen in conferences. There were 2,361 pupils with defects which were detected; of these 1,113 were corrected.

Project counselors held an undetermined number of conferences pertaining to health and similar concerns.

The transiency rates of ESEA pupils, as compared with the regular pupils, for the school years 1970-71 and 1971-72 shows that the 4,885 ESEA pupils in 1970-71 indicated an 8% higher retention rate than for the 30,639 regular pupils. Comparable figures for 1971-72 depicted a 5% higher retention rate for the ESEA group than for regular pupils, although both groups had higher rates than in the previous year. The holding power of the ESEA group in both cases was higher than the regular group, indicating that ESEA pupils were staying in school longer and had better attendance than non-ESEA pupils.

Pupil responses to a 1--5 ("Ineffective"--"Effective" scale) questionnaire indicated that pupils felt the help they had received from the ESEA program allowed them to feel better about themselves (4.2) and to realize their strengths and weaknesses in learning (4.2); and that it permitted their parents to show more interest in their children's school work. Contacts with the area counselor and home visits by ESEA personnel were rated negatively (1.1 and 1.2) by these same project pupils.

Parents responding to a questionnaire designed for them gave similar responses, except they were not asked for a reaction to the efforts of the area counselor.

Project personnel, rating auxiliary services expressed positive to high regard for all the services, with counseling intern program, SAC nurse, dental services, and individual counseling receiving the highest ratings (4.8 and 4.6).

Pupil open-end comments were highly positive for program features; very few negative statements were submitted. Typical comments included the following:

- liked the field trips and wish we had more.
- want more of other pupils in SAC.
- would like to have more exchanges with other kinds of kids.

Parent open-end comments also were overwhelmingly positive, as typified in these statements:

- need to get more parents involved in the SAC program.
- individual help the children can have in smaller classes is wonderful.
- teacher aides should be used in greater numbers.

Staff comments also were heavily positive. They indicated a need to keep all services, naming mostly the nurse and PSA worker as positions they would like to retain. The following thoughts were noted:

- all services are necessary for an effective overall program.
- especially the nurse should be retained.
- we need to have the PSA counselor at least once a week.

CONCLUSIONS: Auxiliary Staff members rated all counseling services in the effective range on a 1--5 ("Ineffective"--"Effective") scale, indicating services had assisted the staff personnel in helping with pupil problems.

The objective relating to the effectiveness of counseling services was met.

Only on one academic skill, learning things, was agreement shown by teachers, counselors, and pupils as relating to pupils' knowledge of their educational strengths and weaknesses and their showing acceptance of responsibility for remedying weaknesses. Adults, however, seemed to agree that pupils had attained this objective fully, as evidenced by their statistically significant score differences. Adults rated pupil skills low on the pretests and high on the post which may have accounted for pre-post differences; whereas pupils rated themselves high on the pre and maintained this level on posttests.

Project pupils had 8% (1970-71) and 5% (1971-72) higher retention or holding power records as compared with retention of regular pupils, suggesting that project pupils stayed in school longer and had better attendance performances than regular pupils. The objective relating to attendance was attained this year.

Nearly 78% of pupils needing physical examinations were provided this service, as compared to 90% last school year, 1970-71. Pupil, parent, and staff ratings of medical and dental services were positive, and open-end comments by these

same respondents were supportive of ratings. The last auxiliary services objective was achieved well above its minimum criterion.

Project personnel held many conferences with pupils, parents, and other staff members. Ratings of overall program features by pupils, parents, and staff were overwhelmingly positive, and open-end comments substantiated ratings.

QMOC attitudinal data indicated that junior high school experimental and control groups regressed statistically on most concepts while high school groups showed some positive advances.

RECOMMENDATIONS: Counseling services should be continued and expanded in schools with higher ESEA enrollments. In order to maximize services to individual students, group counseling should be required in schools not using this technique, with appropriate inservice provided by the central offices.

Again this year nursing services were heavily endorsed by questionnaire respondents. Accordingly, these services could be expanded in ratio to the number of project pupils served in each school.

The counseling intern program should be expanded to include schools with predominantly Black enrollments, since this service also was overwhelmingly commended by persons submitting ratings and comments.

On-going or continuous inservice should be provided for auxiliary services personnel. These personnel should assume personnaly the responsibility for helping make evaluation data as complete as possible.

INTERGROUP RELATIONS

Pupils		5,426
Schools		17
Junior High	15	
Senior High	2	
Staff		307
Amount Budgeted		$28,528

DESCRIPTION: The intergroup relations component was designed to improve attitudes and problem-solving approaches in human relations. It involved ESEA and non-ESEA pupils, parents, and staff members. Activities for both students and adults were planned and organized by most of the compensatory education coordinators.

This component was to be implemented in 15 junior and 2 senior high schools for 5,426 ESEA pupils. The ESEA funds budgeted amounted to $28,528. Only 30% (1,640) of the eligible pupils were identified as receiving intergroup services.

ESEA schools were to schedule their activities individually during the school year. Intergroup relations activities included:

1. A series of school exchange programs (usually three) between ESEA schools and non-ESEA schools of differing socio-ethnic makeup. (These are coded as Treatments IV and V.)

2. The Program for Interschool Enrichment (PIE), a package program for a series of eight or more school exchanges costing $1,655 per ESEA class. (Treatment III)

3. Field trips, with or without planned meetings, with different socio-economic groups. (Treatment II)

4. Film strips and discussion of various ethnic groups.

OBJECTIVE:

- By April 1972 at least 70% of project participants will show, on a locally devised rating scale, positive responses toward racially and ethnically integrated educational experiences.

EVALUATION STRATEGY: A locally devised semantic differential attitude test, Intergroup Measure of Concepts (IMOC), was designed to measure pre-post pupil changes in attitude. Each ESEA Compensatory Education Coordinator (CEC) was asked to outline the school's intergroup plans for the year and at year's end to summarize the intergroup activities that actually took place. In addition, pupils, staff, and parents were asked in questionnaires to rate intergroup activities.

FINDINGS: Thirty percent of the Title I secondary pupils were identified as taking part in intergroup activities. The objective called for at least 70% of the project participants to show positive responses on the IMOC. Only 11% did so.

A shift of a mean on the IMOC was interpreted as noteworthy if the post mean moved one point plus or minus from the pre mean. The Title I pupils involved in school exchange programs (Treatment IV) showed an average positive change on a 1-to-5 scale of .04. The non-Title I exchange pupils (Treatment V) showed no change. The Title I pupils in the PIE program advanced on the IMOC only 0.1. The Title I pupils involved in field trips only (Treatment II) advanced 0.1. The Title I pupils who took no part in intergroup activities (Treatment I) showed a decline of -0.2.

Pupils (ESEA and non-ESEA) who were involved in intergroup activities all showed noteworthy positive movement on concept 1 (MY EDUCATION) while the non-participating ESEA pupils showed a negative movement of -0.6. Pupils in Treatment groups II, III, and V showed noteworthy negative movement on concept 12 (ANGLOS).

The pupils who filled out the Pupil Intergroup Questionnaire generally rated their intergroup activities as "Good." Their comments generally were supportive of the component. Most staff members wrote comments on their questionnaire indicating that they would like to see more intergroup activities and more staff development. Parents also wrote on the Parent Questionnaire that they liked the intergroup activities.

Of the 17 SAC schools, 16 indicated some type of intergroup activity. Fourteen ESEA schools administered pre and post IMOCs to at least one class. Although this fell far short of the objective, it was a considerable improvement over the previous year.

CONCLUSIONS: Although the objective of the program was not achieved, new and creative treatments were attempted. The number of schools involved increased from 9 (53%) in 1970-71 to 16 (94%) in 1971-72. The percentage of pupils involved increased from 8% (270) last year to 30% (1,640) this year.

Active intergroup participants tended to move more positively in their attitudes than did the non-participants. The greatest positive movement was made by ESEA pupils taking part in school exchange programs.

Pupils, parents, and staff members approved of the intergroup activity. Staff comments indicated need for more direction from area or central office intergroup consultants.

RECOMMENDATIONS: Support and guidance should be given to the component so that every SAC participant is involved in intergroup relations, as required.

Planned inservice for the component should be conducted so that all SAC schools may have equal opportunity and motivation to implement this mandated component.

Since the school exchange program was the most successful of the techniques used, it is recommended that specific inservice be given in planning and implementing this program on a scale that would encompass all ESEA students.

The use of the IMOC was increased, but its administration needs to be improved. Care must be taken that the IMOC is administered to a treatment group before any contact or indoctrination and after the last contact or meeting.

In view of the cost of PIE ($1,655 per class) it is recommended that a modified PIE program be initiated. This could be based on a three-visit exchange between an ESEA school and a non-ESEA school with a cost breakdown by individual pupil, thus allowing any available intergroup PIE funds to be budgeted for a greater number of students.

PARENT INVOLVEMENT

Parents		1,571
Schools		17
Junior High	15	
Senior High	2	
Amount Budgeted		$117,727

DESCRIPTION: To improve communications between the school and community, the compensatory education coordinator (CEC), ESEA counselor, District-funded home-school coordinator, and community aide worked collectively to support the instructional components, by mainly providing activities which could open lines of communication between the community and school staffs.

Parents met in groups at their children's schools, in the community, and at District locations to discuss ESEA concerns and participate in school functions.

School staffs contacted parents encouraging them to participate in school events such as field trips, helping in classes, counseling and tutoring pupils, and engaging in workshops.

OBJECTIVE: The objective for the parent involvement component was

- By April 1972 to increase significantly parental participation in school events. At least 50% of participants will rate positively their increased knowledge of and involvement in the program as measured by a parent questionnaire.

EVALUATION STRATEGY: CECs had parents sign guest books when attending school events. CECs were also asked to submit monthly reports of parent involvement activities. Additionally, parent ratings and comments on program features were solicited at year-end.

FINDINGS: According to CECs' records, 1,571 parents attended school events in Title I schools. This figure represents an increase of more than two and one half times the number of parents who attended events throughout the school year 1970-1971. This 1,571 total also corresponds to 29% of project parents and an increase of 16% over last school year (1970-1971), based on an estimate of one parent for each of 5,426 project pupils. Increases in parent attendance could not be accounted for fully this year, inasmuch as data were not completely reported.

Project personnel kept records of contacts with parents. ESEA counselors' reports showed that they talked to 6,976 parents, 4,084 by phone; intern counselors conferred with 207; consulting counselors, 121; nurses, 3,268; PSA workers 736. Figures are somewhat depressed due to imcomplete data submission. Nurses and ESEA counselors saw over eight and five times as many parents as PSA workers, who, in turn, had more than three times as many such contacts as consulting counselors.

To determine program effectiveness, approximately 700 questionnaires were sent to parents who signed CECs' guest books. Questionnaires were returned by 128 Black parents and only 16 Brown parents. The total number of questionnaires returned this year comprised an increase of 16 over last year, but since more questionnaires were sent this year, the percentage returned was below that of a year ago.

Parents rated program features positively on a "Yes - No" scale. However, home visitations and adequate classroom housing were rated negatively. Pupils' ratings of component aspects also agreed with parents' home visitation rating. Staff personnel were not asked about these two program features.

Parents' open-end comments were heavily positive. They did not cite any weaknesses but stated:

- Not enough parents participated.

- The program should be continued.

CONCLUSIONS: Parents who attended school activities strongly endorsed this component. Staff members and pupils also positively endorsed parent involvement program aspects about which they were questioned.

Parents were involved in numerous conferences with project personnel. The number of parents attending school activities, though it increased over last year, still was below expectations.

The objective for this component was partially met, based on increased parent activity over last year and positive ratings of program features.

RECOMMENDATIONS: The program should be expanded to offer a variety of activities for all parents.

Parents of project pupils have commented on a lack of parent participation at scheduled school events during the last several years. They have urged that more parents attend school activities. Several schools have held workshops in which parent attendance was high when parents were paid for participating. Project operators might consider this as an incentive to increase parent involvement, along with giving priority to active parents for positions as aides in the school.

Agendas for school events should be made available to concerned parties on a monthly basis.

NONPUBLIC

SCHOOL COMPONENTS

NONPUBLIC SCHOOL READING

Pupils	1587
Nonpublic schools	45
Teachers	48
Supportive personnel	22
Amount budgeted	$735,543

DESCRIPTION: Pupils attending nonpublic schools in public school target areas were selected to participate in the Title I program in order to raise their educational achievement. These pupils attended 44 nonpublic schools under the supervision of the Roman Catholic Archdiocese for the school year 1971-72. In November 1971 one Baptist nonpublic school was added.

The pupils selected were remedial. In grades one through six, the pupils left their regular classroom to work with the reading teacher one hour daily in groups of 8 to 10. In grades seven and eight, the pupils were permanently assigned to the reading or language teacher. There was one class for pupils in English as a second language.

OBJECTIVE: To raise the median achievement of student participants in reading more than one grade-norm per month of instruction, as measured by the designated achievement tests to be administered in May 1972.

EVALUATION STRATEGY: The first grade was pretested (by the Archdiocese) with the Metropolitan Readiness Test and posttested with the Cooperative Primary Test (preventing direct statistical comparison). The Cooperative Primary Test was administered pre and post to grades two and three and the Comprehensive Tests of Basic Skills (CTBS) to grades four through eight.

The ESL Bilingual Structured Placement Test was given in one middle school to ESL pupils in grades 7-8 and to comparison pupils who spoke little or no English but did not participate in the ESL classes.

The Cooperative Primary and the CTBS were also given to a comparison group which consisted of pupils of similar initial reading ability who did not receive ESEA reading assistance. Pre- and posttest reading vocabulary and comprehension scores of the two groups of pupils were compared.

Parents completed a questionnaire on the effectiveness of the program.

FINDINGS: The objective of achieving more than one month for each month in instruction was met or exceeded in all grades three through eight except second grade, which gained five months in seven months of instruction. In the seven months between pre- and posttesting, gains ranged from 8 to 12 months for ESEA classes.

The ESEA groups in reading showed significantly higher gains than the comparison groups in grades one, five, six and seven. No comparison groups made significant progress.

Ratings by parents indicated that they felt the program had improved the academic achievement of their children.

CONCLUSIONS: Grades 3-8 exceeded the objective; grade 2 lacked three months of meeting the objective.

Parents were enthusiastic in their endorsement of the program.

RECOMMENDATIONS: The component should be continued.

NONPUBLIC SCHOOL MATHEMATICS

Pupils	1473
Nonpublic schools	45
Teachers	44
Supportive personnel	22
Amount budgeted	$646,837

DESCRIPTION: Pupils in 44 nonpublic schools under the direction of the Catholic Archdiocese and one nonpublic school under Baptist sponsorship were selected to participate in the mathematics program. These pupils were remedial and in need of individualized or small group instruction. They were selected by a team consisting of the principal, the child's regular teacher, the counselor, and the special mathematics teacher. The teacher worked with groups of 8 - 10 pupils five days a week in grades two through six. In grades seven and eight, they taught approximately 20 pupils for four days per week. All pupils were instructed for one hour and were helped through varied instructional materials and special equipment.

OBJECTIVE: To raise the median achievement of student participants in mathematics more than one grade-norm per month of instruction, as measured by the designated achievement tests to be administered in May 1972.

EVALUATION STRATEGY: The cooperative Primary Mathematics Test was administered to grades two and three.

The Comprehensive Tests of Basic Skills, Arithmetic, was given to all ESEA pupils in grades four through eight in the nonpublic school program and to a comparison group of non-ESEA pupils of similar initial mathematical ability. Pre- and posttests were administered to both groups and statistically analyzed. Questionnaires and rating scales concerning program effectiveness were completed by parents.

FINDINGS: The objective of achieving more than one grade-norm month for each month of instruction was met by the seventh grade and exceeded by all other grades. The first grade was not tested in arithmetic. The second through sixth grades made a significant gain over their comparison pupils at the .01 level.

Parents commented that there was definite improvement in their child's progress and attitude toward school. They rated the program as effective.

CONCLUSIONS: The objective was met in seventh grade and exceeded in all other grades. ESEA groups showed significantly higher gains than the comparison groups in five of the seven grades tested. Comparison pupils had no significant gains. Parents confirmed the effectiveness of the component.

RECOMMENDATIONS: The component should be continued.

NONPUBLIC SCHOOL SUPPORTIVE SERVICES

Nonpublic Schools	45
Auxiliary Services	
Counseling	
Counselors	9
Counselees	1,308
Health	
Nurses	9
Pupils served	2,109
Physician	1
Amount budgeted	$266,970
Intergroup Relations	
Pupils	3,247
Amount budgeted	$49,346
Parent Involvement	
Trained tutors	43
Involved in program	541
Amount budgeted	$1,100
Staff Development	
Teachers	97
Amount budgeted	$2,000

AUXILIARY SERVICES

DESCRIPTION: The NPS Auxiliary Services were designed to identify and treat problems of pupils through the services of guidance and health personnel. No funds were allocated for Pupil Services and Attendance Counselors.

Counseling Services

DESCRIPTION: Nine full-time counselors were assigned regularly to participating nonpublic schools where they worked with pupils on individual and group basis.

OBJECTIVES: The specific objectives of the counseling services were:

- by May 1972 to make psychological studies of pupils referred by the reading and math specialist, nurses, or parents, and to interpret and record the findings.
- to assist the teachers in dealing with individual learning and/or behavior problems of pupils referred to them.

EVALUATION STRATEGY: A frequency count of services and participants was made for each activity. Questionnaires were completed by parents.

FINDINGS: From the frequency count, counseling services were provided for the teachers and conferences were held with parents. In open-end comments parents stated that they had a better understanding of their child's behavior, attitudes, and interests.

CONCLUSION: The counseling component met its objective of providing services to all pupils who were referred to them.

RECOMMENDATION: Parents felt that counseling services should be continued.

Health Services

DESCRIPTION: Health services were provided to pupils by the nurse assigned on a regular basis. Six nurses served the 45 schools.

OBJECTIVE:

- By May 1972, 70% of the pupils will have received a health examination, and appropriate referrals will have been made to follow-up defects discovered.

EVALUATION STRATEGY: Nurses kept individual pupil records of defects noted, corrections suggested, and follow-ups made. Title I pupils and parents were made aware of these needs that were corrected, or were referred for further services.

Parents were asked on a questionnaire if they had had any contact with the nurse.

FINDINGS: Nurses examined a total of 2,004 pupils and detected 14 varieties of defects. Of this number, 643 or 32% were corrected.

CONCLUSION: The health services component met its objective of providing services to all pupils who were referred to them.

RECOMMENDATIONS: Parents expressed a need for services' being extended to other pupils within the nonpublic schools. There needs to be more follow-up by parents to correct defects discovered.

INTERGROUP RELATIONS

DESCRIPTION: Through participation in intergroup activities, children from different ethnic and socioeconomic backgrounds were motivated toward greater academic achievement and a positive self-image through intergroup education. Pupils in grades two through eight had an opportunity for three planned field trips. Parallel class activities were suggested when the classes were not together.

OBJECTIVE:

- To provide socioeconomically, racially, and ethnically integrated educational experiences for all pupils.

- At least 60% of project participants will show positive responses toward intergroup relations on a rating scale.

EVALUATION STRATEGY: The intergroup relations component was evaluated by a questionnaire completed by ESEA teachers, non-ESEA teachers, and parents.

FINDINGS: Ratings and comments by Title I and non-Title I teachers indicated that there was little change in self-image of either group and insufficient cooperation and planning between parents and teachers during the trips. Also, the classes were not well paired according to age levels.

CONCLUSION: Forty-two percent of the ESEA pupils developed a more positive attitude about themselves and other ethnic groups from their experience.

RECOMMENDATIONS: It is suggested that the intergroup component be continued with modifications, to include better communication between the participants, perhaps through inservice, and better matching of classes by grade level.

PARENT INVOLVEMENT

DESCRIPTION: Parents were involved as members of the Parent Advisory Committee and as volunteers in classroom and intergroup activities. Teachers reported frequency of classroom visitation by parents, parent conferences, and assistance received from parent volunteers.

OBJECTIVES:

- To increase parental involvement, participation, and understanding of the schools' program.

- At least 80% of the participants who attend project events will rate in a positive manner their increased involvement in the program, as measured by a locally devised questionnaire.

EVALUATION STRATEGY: Parents were asked to complete a questionnaire and teachers were asked to record their contacts with parents.

FINDINGS: Advisory committees of parents met regularly, and a number of Title I parents were members of parent-teacher groups. Parents were informed about the program, had an opportunity to hear and meet with the counselors and nurse, and to observe demonstrations of teaching techniques.

Parents accompanied pupils on field trips; 215 parents served as volunteers in the classroom; 373 observed actual teaching techniques in the classroom.

CONCLUSIONS: Parents expressed their interest in the progress their children were making. Some regretted they could not be more involved due to work schedules. Those participating in the intergroup activities felt there was a lack of communication between teachers and parents.

RECOMMENDATION: As indicated by both teachers and parents, improved communication between them will be important to next year's program.

STAFF DEVELOPMENT

DESCRIPTION: Staff development was implemented with education meetings on nonpublic school holidays and with weekly workshops in mathematics and reading instruction, arranged by geographic areas.

Personnel from curriculum, health, and guidance and counseling spoke on problems in their respective areas. Guest speakers instructed participants in teaching techniques, and understanding the culture of poverty. Administrative problems connected with the project were presented and discussed.

Meetings also were planned to strengthen teacher competence in instructional areas and to foster positive attitudinal changes among all staff members.

Teachers participated in general inservice meetings, smaller meetings by grade level or subject area, classroom visitation and observation in another school, and observation within their own school.

OBJECTIVE:

- To increase the efficiency of the staff in academic instruction. At least 70% of participants will indicate on a rating scale that the inservice program met or exceeded their expectations.

EVALUATION STRATEGY: Teachers were asked to complete a questionnaire at each session on their expectations prior to the meeting and afterwards, its effectiveness.

FINDINGS: Teachers rated effectiveness of each inservice with medians ranging from 4.1 to 4.9 on a 5-point scale, low to high, and the value of the inservice to them from 3.2 to 4.6.

The majority of teachers acknowledged that the staff development sessions had been valuable and had more than met their expectations.

CONCLUSION: According to ratings and comments, the participants felt the staff development objective had been met.

RECOMMENDATIONS: Teachers recommended that some of the guest participants be invited again and that more time be allowed for presentations as well as for question and answer periods.

SPECIAL
COMPONENTS

SPECIAL EDUCATION FOR THE HANDICAPPED
Abstract

DESCRIPTION: Between September 1971 and June 1972, 555 pupils in three public schools and 529 pupils in three non-public schools participated in Special Education for the Handicapped. The pupils were non-graded and were classified by physical handicaps. One hundred five persons were involved in conducting the program. The personnel included classroom teachers, ESL teachers, education aides, counselors, teacher consultants, a school nurse, a children's attendant, teacher-librarians, paraprofessionals, Special Education trainees and professional experts.

The general instructional strategy in language arts employed in the public schools was for teachers to use materials in a Resource Room, with the assistance of a resource teacher and clerk.

The mathematics component utilized commercial and staff-developed manipulative materials in addition to the Resource Room and its support system.

Auxiliary services included a counseling and a health component. Counselors administered group tests and interpreted test data to teachers. The counselor in one non-public school did case studies of individual pupils.

Auxiliary services in the non-public schools included the speech and hearing services of the University of Southern California Graduate Program in Communicative Disorders.

Health services provided a bilingual education aide who assisted the occupational therapist and the physical therapist and acted as an interpreter for the doctor and the therapists.

Parent involvement included parent education meetings and School Advisory Committee meetings. A program of parent volunteers was initiated in some schools.

Intergroup relations gave physically-handicapped children social contacts with physically normal children through exchange visits between schools.

Staff development was provided to certificated and classified personnel. The areas included reading, mathematics, and the role and responsibility of the aide and attendant in the classroom, the physical care of handicapped children, and mental health principles and techniques.

A motor development program was provided at one non-public school.

OBJECTIVE: By May 1972 to raise significantly the average achievement of project participants in reading/language development as measured by standardized tests.

to improve significantly the verbal and non-verbal functioning level of children as measured by the Language Inventory.

by May 1972 to raise significantly the average achievement of project participants in mathematics as measured by standardized tests.

to increase the quantity and accessibility of the services of the physical therapy unit to very young physically handicapped children.

to increase communications between parents, therapists, and doctors.

to provide audiological services to public and non-public school handicapped pupils.

to assess the individual functioning level of project participants.

at least 50 percent of participants who attend project events will rate in a positive manner their increased knowledge and involvement in the program as measured by locally devised questionnaires.

to provide racially and ethnically integrated educational experiences.

at least 70 percent of participants will indicate on a rating scale that the inservice program met or exceeded expectations.

by the end of May 1972 at least 50 percent of project pupils will have received a physical/dental examination and have been advised on remedial and preventive follow-up.

to improve the motor development of the child.

EVALUATION STRATEGY: Standardized and non-standardized tests were administered pre and post to project pupils. Scores on the Language Inventory, developed by the Special Education section, were used to evaluate achievement of pre-kindergarten and kindergarten pupils. The California Achievement Test, Forms W and X, was used to evaluate achievement of older pupils. The Preschool Attainment Record, a test of motor development, the Dinola - Kaminsky - Sternfield Performance Profile, and the Receptive - Expressive - Phonetic Language Scale were administered by the Exceptional Children's Foundation. Tests were administered in October and again in May.

Questionnaires, rating scales, checklists, and school records were also used to evaluate component effectiveness.

FINDINGS: The reading/language objective was by May 1972 to raise significantly the average achievement of project participants in reading/language development as measured by standardized tests. In this connection the gains from pre to post on the Metropolitan were significant. However, only one school was at or near the national norm. The increase on the CAT Lower Primary, Form X was three months for one school and two months for two schools. The increase on the CAT Upper Primary, Form X was one month for one school and 10 months for the other. The increase on the CAT Elementary, Form W was two months at one school and five months at the other two. Parents' responses to a questionnaire indicated that their children's reading skills improved and they were reading more outside of school.

CONCLUSIONS: The average achievement in reading of project pupils increased. It was not possible to determine significance, as there was not a control group. The gain in months was from one to 10 months, with two being the mode.

The verbal functioning level of pupils in ESL increased.

The average achievement in mathematics of project pupils increased.

The bilingual education aide helped to increase communications between teachers and parents and between pupils and teachers.

Counseling was initiated on a limited basis, but the assistance received was said to be helpful.

Parents increased their knowledge of and involvement in the Title I program.

Staff development activities met or exceeded the expectations of participants.

The schools provided diagnosis and training in speech and hearing, physical examinations, counseling services, motor development, physical examinations, immunizations and referrals.

RECOMMENDATIONS: The programs should be continued and improved in the public and non-public schools. Staff development should be expanded in specialized areas, such as diagnosis of learning disabilities and the use of language sequences.

FOLLOW THE CHILD
Abstract

DESCRIPTION: The Follow the Child Program (FCP), formerly the Voluntary Transportation Program, was designed to assist the Los Angeles Unified School District (LAUSD) to maintain educational continuity in an integrated environment, utilize space more effectively, provide a full day of schooling for hundreds of elementary pupils who would otherwise be limited to a half-day, and bring together in meaningful ways pupils, parents and communities that previously had been isolated from each other. Only pupils from Title I schools were included in the evaluation.

The sending schools were located in the predominantly minority areas of Central, East and South Central Los Angeles. From these areas, children in the program received school bus transportation to schools in such areas as West Los Angeles, the San Fernando Valley and the Torrance-Gardena area.

In accordance with the 1971 guidelines, Title I funds followed pupils to receiving schools when the pupils were transported from Title I sending schools. The principal at the receiving school was required to submit plans and follow the same procedures required of Title I sending schools.

Tutoring opportunities for pupils achieving below their potential were provided.

Some pupils participated in after-school activities on the playground and in organizations such as Scouts and Campfire Girls.

When these pupils graduate, they may continue their education in the integrated environment by choosing to attend the junior or senior high school that receives graduates of the receiving school.

Parents from the sending school were members of the School Advisory Council at the receiving school. Meetings were held on a regular basis, at which time the progress of the program was discussed.

Busses were provided for both pupils and parents to involve them in after-school, evening and weekend activities at the receiving school and in events, meetings or get-togethers that might occur in the communities of both the sending and receiving schools.

OBJECTIVES:

- To raise the median achievement of project participants in reading more than one grade-norm month per month of instruction, as measured by the designated achievement tests to be administered in October 1971 and April 1972.

- To raise the project participants' achievement in mathematics more than one grade-norm month per month of instruction, as measured by the designated achievement tests to be administered in October 1971 and April 1972.

- To provide maximum opportunities for increasing community and parental involvement in school affairs.

- To provide maximum opportunities for pupils and parents of divergent cultures to know and understand each other.

EVALUATION STRATEGY: Standardized tests were used to evaluate the program in terms of academic attainment. The Comprehensive Tests of Basic Skills (CTBS) was administered to 4th, 5th and 6th grade pupils in October 1971 and again in April 1972. In order to reduce the amount of interruption of the instructional program, pupils below 4th grade were not tested. Junior and senior high school students were not included, because Title I pupils in those grades were not eligible for FCP.

Questionnaires were distributed in May 1972 to pupils, parents, teachers and administrators; they assessed the effectiveness of the program in increasing community and parent involvement in school affairs and its effectiveness in increasing pupil participation in, and acceptance of, the program.

FINDINGS: In the fifth grade, FCP pupils made significantly higher gains in reading than did home school pupils. In the sixth grade the reverse was true.

There was no significant difference in gain at the fourth grade level. However, FCP group's pre and posttest scores were higher than the home school group scores.

In math only, the fourth and sixth grade FCP groups made higher gains than the home school groups but the difference was not significant. The fifth grade home school group made significantly higher gains than the FCP group.

FCP and receiving school pupil responses were positive. Both groups indicated that they liked school better this year than last, liked doing school work, and had a high self-image.

FCP and receiving school parents tended to agree on their responses to the program. Both groups expressed appreciation for the numerous positive things the program had done for their children. FCP parents had observed a definite improvement in their children's reading, math and overall academic work. They also felt their children had a greater interest in recreational reading.

Teachers indicated that a multicultural class contributed to teaching social learnings, that most FCP pupils had a negative attitude toward school upon entering, that FCP pupils achieved on a lower level in reading and math than receiving school pupils, that FCP pupils' adjustment was below average outside the classroom but above average in the classroom.

Administrators indicated they saw the following positive aspects of the FCP program: Intercultural exchange; attitudinal changes; the growth seen socially, emotionally, and academically; and the wholesome attitudes parents and pupils seemed to develop.

CONCLUSIONS: FCP pupils made gains in reading, but only at the fourth grade level was the objective of one month's growth for a month of instruction attained. Failure of the upper grade pupils to attain the objective gives some support to comments of teachers and administrators that pupils should enter the program at an earlier age. It also is indicative of the regression trend in inner city schools.

Although fourth and sixth grade pupils attained the math objective of one month's growth for one month's instruction, the fifth grade did even more poorly than is customary for Inner-City pupils - in fact with as little gain in math as in reading, the subject in which Inner-City pupils generally have their poorest achievement. Nor is any explanation available for this surprisingly poor math performance by the fifth graders.

The objective to provide maximum opportunities for increasing parental involvement in school affairs was met, as indicated by parent responses. However, receiving school parents and FCP parents expressed a need and a desire for more participation by FCP parents.

Opportunity was provided for pupils and parents of divergent cultures to know and understand each other. Pupils and parents said they felt they knew each other better, even though some negative shifts in attitudes were reported.

RECOMMENDATIONS: The program should be continued with the following additions and changes:

Start children at an earlier age.
Increase orientation for both sending and receiving parents.
Augment staff development in intergroup relations.
Improve communication.

MOBILE INSTRUCTIONAL MEDIA SERVICE

Elementary schools	85
Secondary schools	17
Audiovisual specialists	3
Photographers	2
Illustrator	1
Intermediate Clerk-Stenographer	1
Intermediate Clerk-Typist	1
Instructional Technical Advisor	2
Amount budgeted	$110,000

DESCRIPTION: Two mobile media vans, custom-designed by staff members, offered a wide variety of media services to 102 Title I schools throughout the District during 1971-72. Staff personnel functioned to help meet specifically stated performance objectives directly related to the instructional program.

Justification for mobile van units was realized by past experience which indicated need for teacher training in the production of instructional materials, methods of utilization of materials in classrooms, and equipment operation. Multi-media centers, formerly located at zone offices failed to give direct and frequent contact where teachers could experiment with different types of equipment. Mobile vans assisted with illustration of lesson objectives, informed teachers of proper instructional techniques to be used in working with equipment and materials, and gave school personnel practice with the aid of media specialists.

Vans provided direct lab facilities to teachers for production of transparencies, slides, tape recordings, and photographs or super 8 films. Staff members gave expert advice in sequencing, content, and correlation with curriculum for all materials without the need for the schools to purchase equipment for occasional use. Also, the mobile staff offered advice to coordinators and administrators for purchase of equipment.

Services, other than those offered to schools, included a central clearing house and coordinating unit which expedited media requirements of the ESEA Title I office at Bimini Place Center; a media resource center which was made available to all area staff personnel involved in Title I projects; an inservice training facility which was devoted to the media aspects of staff development, including equipment orientation and audiovisual materials applicable for teachers, teacher aides, and administrative personnel; a photography unit which provided services, including photos for pupil materials, public relations activities, brochures, exhibits, and reports to public agencies; an experienced staff who designed media systems which coordinated appropriate materials of instruction and related equipment; an office area and production center which facilitated operation of two mobile media labs, including clerical services and graphic arts production; and an established office which served as a resource center for Title I media program development, research, and technical expertise.

ESEA funds for the operation of two multi-media mobile vans were made available in March 1971. Vans were purchased and custom-designed by two staff members and

were ready for trial runs in September 1971. They were in operation by October. Vans served each of the 102 schools approximately once every four to six weeks, each van giving technical aid to approximately two schools a day. They were on the road five days a week, with the exception of Friday afternoons, when repairs and preparation for the following week were made.

OBJECTIVES: The goals of the mobile media vans component were:

- to plan, prepare, and produce instructional materials.
- to familiarize teachers in the techniques of instructing with media equipment.
- to help with the operation of instructional media equipment.
- to make better use of present facilities and materials at the school.
- to assist local schools in community relations through use of media.
- to keep schools informed of new and innovative media.

EVALUATION STRATEGY: Locally devised questionnaires were mailed to all 102 school representatives in April, and 100 copies of a different questionnaire were distributed to administrators, parent advisory council members, Title I public relations staff members, and other persons who used mobile media services. Comments were expressed and tabulated. Median scores of questionnaire items were obtained and analyzed.

A random sampling of every fifth "Service Request," which gave the various kinds of services offered, was made in April 1972; and a similar sampling and tabulation revealed the time required by personnel to complete and deliver orders.

FINDINGS: The novelty of this program has caused interpretation of only first impressions by many recipients of the service. However, the repetition of certain suggestions, the similarity of complimentary comments, and the numerous favorable reactions give credence to the positive interpretation of questionnaire results.

All ratings by school representatives and administrators or supervisors from outside schools were favorable to the program.

The personal cooperation and pleasant manner in which services were given received the highest ratings by all staff members.

Objectives were met or exceeded.

The need for more frequent visits and more inservice training was repeatedly expressed by school personnel.

Services became more diversified as the year progressed and as the persons served became better acquainted with media offered.

CONCLUSIONS: All objectives were met. Median ratings on questionnaires all were favorable to the program, and supportive comments outnumbered negative by more than two to one.

RECOMMENDATIONS: Comments and median ratings indicate that a plan for inservice training prior to the opening of school might be valuable.

Increased staff and the purchase of more vans appear to be advisable, if funds permit, to alleviate the consistent feeling expressed in questionnaires and comments that more frequent visits and services were needed.

BELVEDERE - ESEA TITLE I

GRADE 9, 1971-1972

READING AND MATHEMATICS INSTRUCTION

Pupils	650
Coordinator	1
Teachers	14
Teacher aides	14
Media technicians	1
Community aides	2
Clerk typist	1
Amount budgeted for all components	$189,772

DESCRIPTION: The Title I project for 9th-grade pupils served approximately 650 pupils at Belvedere, a 99% Mexican-American school.

Intensive mathematics and reading instruction was provided for all 9th-grade pupils (excluding EMRs) at Belvedere Junior High School, a school serving 99% Mexican-American students from an economically depressed area. Approximately 650 students received instruction in mathematic skill centers and in small reading groups of five to eight from certificated teachers, aides, and tutors. Bilingual instruction to raise the level of Spanish skills was applied by three bilingual teachers in reading sections.

The project school has a demonstration center, a permanent modern structure, carpeted and air conditioned. It contains two classrooms, a library, counseling space, a workroom area, and television viewing rooms. Equipment and furnishings include closed-circuit television that monitors classrooms, overhead projectors, synchronizing controls, reading pacers, illustrative equipment, radios, individual student carrels equipped for dial access, audio flashcard readers, video recording, and playback production equipment.

The Title I project began in September 1971 as an extension of the AB938 program. It continued with 9th-grade pupils who had remained at the project center since the AB938 program went into effect in March 1970.

Instruction was held daily for one hour each of reading and mathematics. Mathematics classes met regularly on three days of the week, and pupils received instruction at skill centers for the remaining two days. Reading instruction was held at specific language skill centers for six to eight weeks, after which time pupils selected two different language or reading centers for the following six to eight weeks until they had experienced the specialized reading instruction from all centers.

Prescriptive teaching techniques and the formula phonics approach to reading for English and Spanish classes were the methods the certificated teachers, teacher aides, and tutors used to raise the achievement level. Mathematics teachers used diagnostic prescriptive teaching techniques with frequent follow-up assessment and individual contract lesson plans.

Auxiliary services, intergroup activities, and parent involvement were used to support instructional achievement. (See reports under those headings.)

OBJECTIVE: The major goal of the instructional component (reading and mathematics) was to raise the median achievement of project participants by more than one grade-norm month for each month of instruction, as measured by standardized tests.

EVALUATION STRATEGY: The Comprehensive Tests of Basic Skills (CTBS), Form R, Level 3, was administered pre and the Q3 post to 340 (matched) Title I pupils and 100 comparison pupils. The CTBS Q4 was given pre and post on the same date to 40 pupils who had reached a grade equivanence of 8.9 or better on the previous spring testing, and to 39 pupils from comparison schools (10 of whom were identified as gifted, and 29 of whom were selected by the same criteria those from Belvedere).

In addition to the CTBS, attainment of the bilingual component objective was evaluated by pre- and posttesting in reading on the Puerto Rico standardized Pruebas de Lectura (PL), Nivel 2, in three experimental classes.

Variables analyzed at year-end as supportive elements of the project included pupil, parent, and staff ratings, a correlation of attitude agreement among teacher-counselor-pupil, and pre-post measures of pupil attitudes toward ethnic groups, self, society, government, and home. (See other component reports.)

FINDINGS: An analysis of covariance, using IQ as a covariant, showed that in four of the five level 3 subtests, Belvedere 9th-grade pupils made greater gains, significant at the .01 level, than did comparison pupils. Total Reading and Arithmetic gains were highly significant; only reading vocabulary showed no significant difference.

Staff ratings of the program were highly favorable, especially toward the new structuring of classes; the formula phonics approach to reading; the arithmetic skill centers; the use of California State University at Los Angeles tutors, teacher aides; and the bicultural emphasis.

Although pupils were not as affirmative as staff members, all responses were favorable to the program. The pupils rated highest their ability to do mathematics problems which they had not been able to do before.

Parents affirmed that their children seemed to read and do mathematics better.

CONCLUSIONS: Instructional objectives were met or exceeded in all areas. Belvedere pupils advanced more than one month for each month of instruction.

According to survey data, inservice objectives were not met. Staff highly approved of the changes made in the instructional program.

The objective to raise median achievement in reading and arithmetic by more than one grade-norm month for each month of instruction as measured by standardized tests, was met and exceeded in all subtests and totals for reading and mathematics.

Although significantly greater gains were not achieved on level 4 testing, it should be noted that comparison pupils were not selected by the same criteria, and that the number of pupils tested was small.

Parents, pupils, and staff supported the program.

RECOMMENDATIONS: According to staff responses and pupil instructional gains, the new organizational structure of classes should be continued; and reading through formula phonics might be used again, as well as specially evaluated for achievement effects.

Teachers, aides, and other staff personnel need leadership for inservice and in the use of teaching techniques to cope with instructional innovations.

Parent participation should be continued and expanded to include greater involvement with tutorial services.

BELVEDERE BILINGUAL INSTRUCTION

DESCRIPTION: Reading in English and Spanish was taught by three bilingual teachers in three 9th-grade reading classes where the dominant language was used as the medium of instruction. There was no attempt to place particular pupils in the three classes, with the exception of 20 English-As-A-Second-Language (ESL) pupils.

Pupils improved their reading skills by applying formula phonics (a commercial reading program) techniques to new materials in small groups. Team teaching was also used to reach more pupils and to give greater individualized help. Assignments were designed to encourage reading from Spanish books that emphasized the Mexican culture. Bilingual classes, scheduled as regular English classes, met daily for approximately 50 minutes.

OBJECTIVE: To raise the average relative achievement gains in bilingual skills to a significantly greater level (.05 or better), as measured by testing.

EVALUATION STRATEGY: The project director obtained Spanish tests, Prueba de Lectura, Nivel 2, (PL) from Guidance Testing Associates in Austin, Texas, and the three experimental classes were pre- and posttested, January and June 1972. These reading test results were analyzed by a t test of significance, and total scores were tabled according to linguistic backgrounds of pupils. Spanish test results were compared with CTBS results for the same pupils.

FINDINGS: On both the Puerto Rican Spanish (PL) and the English (CTBS) standardized tests, pupils from Spanish-speaking backgrounds scored higher than those from mixed and English-speaking homes. Pupils from mixed Spanish- and English-speaking homes scored higher on Spanish, English, and CTBS testing than pupils from English-speaking backgrounds.

Pupils from bilingual classes showed gains significant at .01 on both Spanish and English standardized testing.

CONCLUSION: Instructional objectives were met or exceeded, as measured by the Spanish and English standardized tests, but of perhaps greater interest were the data obtained which will be the bases for further analysis and study.

RECOMMENDATIONS: Bilingual instruction should continue, since test results might indicate a carry-over value from one language to another.

More careful screening of abilities of pupils new to the United States and from Spanish-speaking backgrounds should be made. Intelligence test results for these pupils should be disregarded, except for research purposes.

The minority population of pupils from English-speaking homes in a barrio may require further observation, as their low achievement scores for both English and Spanish testing may be an indication that English-speaking families may exist in greater impoverished conditions than do their Spanish-speaking neighbors.

BELVEDERE AUXILIARY SERVICES

DESCRIPTION: District PSA Counselor, regular District counselors, and school nurse were available to 9th-grade Title I pupils for the usual District-funded services. There was no Title I funding for this component, however, during 1971-72. Ninth grade counselor arranged for group counseling for pupils with learning and behavior problems and identified gifted pupils attended career and college guidance conferences.

OBJECTIVE: Pupils will demonstrate knowledge of their educational strengths and weaknesses and will show acceptance of responsibility for remedying those weaknesses, as indicated by no significantly different scores on locally devised rating scales given in October 1971 and April 1972 to selected pupils and their teachers.

EVALUATION STRATEGY: A correlation matrix was calculated for 62 group counselees, based on self-scores and scores from questionnaires distributed to teachers and counselors who had knowledge of the 62 pupils. Items were identical on questionnaires for pupils, teachers, and counselors. Ratings were made in April 1972.

The Quick Measure of Concepts (QMOC), a locally devised measure of attitudes, was administered to the same pupils who participated in group counseling, pre and post, in December 1971 and June 1972, a span of six months. It was administered at the same time to 9th-grade comparison pupils from a different school in a similar neighborhood. A computer t test analysis to measure significant changes of attitude was applied to QMOC results.

Items from pupil and staff questionnaires which related to auxiliary services were analyzed for median ratings in April 1972.

FINDINGS: Differences existed among pupil, teacher, and counselor ratings of pupil abilities to function effectively in the classroom. Pupils tended to rate their abilities lower than did staff members, and pupils showed agreement concerning their abilities which was higher, with teachers than with counselors.

Pupils' scores on a locally devised attitude scale, Quick Measure of Concepts (QMOC) showed significant changes of attitude toward classmates and best friends, while comparison groups showed no significant concept changes.

Pupil and staff responses to questionnaire items neither agreed nor disagreed that counseling was beneficial. All ratings related to auxiliary services tended toward the mean (average, neutral).

CONCLUSIONS: The counseling objective was not attained, since rating scales showed lack of agreement among pupils, teachers, and counselors on pupils' functional effectiveness in the classroom. QMOC attitudinal data showed some positive statistical advance by experimental pupils while the comparison group indicated some regression.

Pupil and staff responses were neutral about any benefits from counseling.

RECOMMENDATIONS: Group counseling should be applied as a method to improve pupil self-image and attitudes toward peer groups.

Project counselors, PSA counselor, and nurse should offer more specific treatment for Title I pupils.

Funding for this component should be considered.

BELVEDERE INTERGROUP RELATIONS

DESCRIPTION: The main thrust for an intergroup relations program attempted to give Mexican-American 9th-grade pupils an understanding of their own cultural heritage. A favorable self-image in an American culture was judged by staff to be an important factor to motivate learning.

Teachers developed curricular units on Mexican-American history, art, and music. The creative writing teacher assigned reading and written expressions on the realities of barrio life and taught innovative views of the barrio dweller's culture within an Anglo society. Pupils learned reading through music and art by experimenting with various crafts, such as Indian bead work, tie-dye, and crocheting. Related reading assignments were made which stressed the art of Mexico and Southwest USA. Teachers gave vocabulary, reading, and spelling assignments that implemented tactile learning experiences; and students listened to folklore music on tapes and read lyric sheets simultaneously. Follow-up lessons, which included research in the library and reading books and stories, were combined with the appreciation of music from the pupils' culture. Reading materials from the Human Development Center at Belvedere emphasized the appreciation of Chicano culture.

Reading was taught by two bilingual teachers who utilized barrio Spanish as a method of instruction, and the problems and contributions of the community, the dignity, and the importance of the Chicano culture were studied.

On April 20, 1972, 35 9th-grade pupils visited Fulton Junior High School, an Anglo school located in a middle-class suburban area. They were paired with Fulton pupils, visited classes, and participated in a noon discussion. The roles were reversed six weeks later when 35 Fulton pupils came to Belvedere, were paired with the same pupils who had visited Fulton, and spent a similar day at their host Title I school.

On Cinco de Mayo, 60 pupils were bused to the University of California, Los Angeles, and 225 to California State College at Los Angeles to take part in celebration activities. Speakers from East Los Angeles College; California State University at Los Angeles; a recognized author; and graduate students spoke to classes on topics such as the organization or federation of gangs, the psychology of the Chicano in our society, and the organization of a cultural plaza in the barrio.

New migrant pupils from Mexico were paired with 9th-grade Belvedere pupils, placed in special reading groups, and in special social situations where new Mexican pupils received help with English from their student partners.

The component was funded to operate from September 1971 to June 1972. Appreciation of Mexican-American heritage was a continuous effort during the school year. Specific dates for the exchange program were set for April 20 and May 16, a six-week interval. Speakers were scheduled more frequently during the second semester.

OBJECTIVE: To increase project participants' knowledge of their cultural heritage.

EVALUATION STRATEGY: Locally devised questionnaires were distributed at year end to all staff members, a sampling of 200 pupils, and 62 parents who attended the last parent-teacher conversaciones meeting.

The Intergroup Measure of Concepts (IMOC), a locally devised semantic differential attitude test, was furnished to group counseling pupils, pre and post, in January and June, a span of five months.

FINDINGS: Staff responses to questionnaires were favorable to the program: 74% approved various activities, and 83% felt that pupils learned more about their Mexican American heritage.

Eighty-eight percent of the 62 parents sampled agreed their children had learned more about their Mexican American culture, and 89% agreed they felt greater pride. Pupils tended to give lower ratings to similar items: 40% responded that they had learned a lot about their culture, and 60% agreed they had developed more pride.

The IMOC verified significant positive changes of pupil attitude toward concepts of "Neighborhood" and "Freedom," both of which related to the objective of the bicultural program.

CONCLUSIONS: Parents and staff highly endorsed program features. Although pupil responses were less favorable, the measured significant changes of attitude and overall approval indicated that the component objective was met.

RECOMMENDATIONS: Activities which emphasize appreciation of cultural heritage should continue.

Further consideration should be given to the correlation between an improved self-image and appreciation of Mexican-American culture, and improved English reading and mathematics skills.

More intergroup activities should be planned to expand pupils' appreciation of people from other cultures.

BELVEDERE PARENT INVOLVEMENT

DESCRIPTION: The parent involvement component was designed to support the instructional components and to improve communication and interest between school and community. Advisory groups allocated $4,880 for activities associated with parent participation.

Parents participated in the 9th-grade Title I program by attending parent-teacher conferences on four occasions where, with individual staff members, they discussed the progress of their children and methods to improve and aid learning. The project director estimated that approximately 40% were in attendance at each of the meetings.

Inservice training was given by reading staff to parents who tutored in the classrooms. Six parents participated and were paid at the rate of $2.50 per hour.

Parents supervised field trips and 9th-grade graduation activities and were represented on the school Parent Advisory Council.

An open-door policy was maintained at all times for parents to confer with teachers, counselors, and administrators, and to visit classrooms. Supervision of activities was arranged prior to scheduled events.

OBJECTIVE: At least 50% of participants who attend project events will rate in a positive manner their increased knowledge of and involvement in the program, as measured by a locally devised questionnaire.

EVALUATION STRATEGY: At the last parent-teacher conversaciones in April, 62 parents completed simple questionnaires written in simple English and Spanish. Similar items were included on pupil and staff questionnaires.

FINDINGS: Ninety percent of the parents who responded agreed they had increased their knowledge of school activities, and staff rated all items which pertained to parent involvement at high median ratings of 4.0 and better (on a 2-to-4 scale).

Although pupils tended to rate parent interest lower than did parents, 59% of pupils affirmed that their parents had taken more interest in their school work.

CONCLUSIONS: Comments and all ratings were favorable to conversaciones meetings, and parent involvement with school activities was rated helpful.

Pupils and staff affirmed that parents showed more interest in their school this year. The component exceeded its objective's minimum criteria.

RECOMMENDATIONS: The parent involvement component should be continued, and its activities expanded.

BELVEDERE STAFF DEVELOPMENT

DESCRIPTION: Informal staff meetings were held almost daily by the project director. Formula phonics (a commercial reading program) teaching techniques were discussed, and staff members offered suggestions for organization of classes and improved instruction. Guest speakers and an area consultant participated in workshops and visited individual classrooms.

Pre-school inservice was conducted to train staff in teaching reading by formula phonics. Workshops and informal staff meetings were held continually during the year to organize and improve all teaching techniques. Workshops in subject areas of mathematics, bilingual instruction, and Mexican-American culture were provided. An area consultant visited individual classrooms, and guest speakers from California State University at Los Angeles and Whittier College conducted discussion workshops in areas of mental health, community relations, and appreciation of Mexican-American culture.

The component was funded to operate from September 1970 through mid-June 1972. Daily inservice meetings ranged in time from 50 minutes, during the mutual free periods of Title I staff, to longer periods of two hours or more after school. The pre-school workshop was four hours in length, and guest speakers were scheduled for six meetings at spaced intervals.

OBJECTIVES: The major goal of the Staff Development component was to show on a locally devised rating scale that at least 70% of participants felt the inservice program met or exceeded their expectations.

EVALUATION STRATEGY: At year end staff members were asked to rate effectiveness of the program and make comments.

FINDINGS: Staff ratings revealed that 80% felt they needed more inservice training, and only 62% felt that the inservice had improved teaching skills. Percentages of favorable responses fell slightly short of meeting the objective of 70% favorable responses.

CONCLUSIONS: Although staff held continual meetings with reading and mathematics coordinators, supervised by the project coordinator, there was a lack of formal organization. Comments were favorable to new organization and instructional techniques, but staff members voiced the need for inservice expertise.

RECOMMENDATIONS: Because staff members gave high ratings to the instructional benefits of skill centers, formula phonics teaching techniques, and the bicultural program, it is recommended that planned workshops continue, with expert leadership in these specific areas. Ratings indicated that staff members felt a need to become better acquainted with new teaching techniques.

INSERVICE PART C - PARENT WORKSHOPS

Abstract

DESCRIPTION: Staff development was provided for parents in Title I public and non-public schools. Each Title I area conducted its own staff development. Planning of activities was done by committees composed of the Title I Area Coordinator and staff, Advisory Council members, teachers and community consultants. The selection of participants was made by the local school advisory committee. Parents who were not selected had the opportunity to participate without pay. Each parent participant received 20 hours of paid inservice

Subjects covered in the workshops included language arts, mathematics, auxiliary services, intergroup relations, parent involvement, staff development, budget and evaluation. Areas G and N also included bilingual and bicultural education.

Workshops were conducted by at least one leader and one resource person, whose own inservice had been provided by the Title I staff in cooperation with the Advisory Council and the Community Representative. Leaders came from the Title I staff, the local school and the community.

OBJECTIVES: At the end of each workshop series, 80% of the participants will indicate on a rating scale that the inservice met or exceeded their expectations.

At the end of each workshop series, average attendance of participants enrolled will equal or exceed 75%.

By the end of the inservice project, 75% of the participants will have completed the development of their learning package on:

a. assessing school needs
b. program planning
c. school budget

EVALUATION STRATEGY: In order to assess the effectiveness of parent staff development three rating scales were devised. Two of these were completed during the workshops and the third one at the conclusion. The rating scales were developed with the cooperation of the community representatives who assisted with the evaluation. One community representative was selected from each Title I area to assist with evaluation. In addition to the rating scales, the community representative monitored workshop sessions at random.

FINDINGS: Participants indicated that the workshops met or exceeded their expectations. A majority said they participated actively in the workshops. The areas parents considered most important to their schools were, in rank order: improving school relations, curriculum, sharing decision making, budget, human relations, communications, teaching projects, intercultural understanding, improving public relations in their school, grading and report cards, vandalism and others. The only negative comment was on the lack of time to cover the subject matter. Parents indicated a desire for more meetings with their child's teachers, more reading and math, more time for covering topics at workshops, more parent participation, bilingual education and black studies.

The community representatives who assisted with the evaluation of the inservice said the inservice was invaluable and that more is needed.

CONCLUSIONS: The objectives of staff development for parents were attained. More than 80 percent of the participants said the inservice met or exceeded their expectations. The average attendance for the workshops exceeded 80 percent and all participants had learning packages at the end of the inservice.

RECOMMENDATIONS: Future workshops should allow adequate time to cover subject matter and to provide for discussion.

More workshops on parent involvement should be provided.

Staff development for parents should be expanded so that more parents can participate.

STAFF DEVELOPMENT
Abstract

DESCRIPTION: ESEA Title I schools utilized the local school staff, colleges and universities, community resources and outside agencies in providing staff development activities from September 1971 to June 1972. The time per activity varied from one hour for a single activity to 25 hours for a series of activities.

Programs varied in their content and presentation. These programs, taught by administrators, resource teachers, consultants and specialists, included preschool meetings, workshops, seminars, interschool and intraschool visitations, grade level meetings, faculty meetings, small and large group conferences, and demonstration lessons.

Teacher-librarians held an all-day workshop devoted to the presentation, explanation, and use of the new library guide. Several half-day workshops were held for education aides at which the duties and role of the aide in the instructional program were defined. The pattern followed in some schools was to have a shortened day, allowing the afternoon for inservice. Some of the predominantly Mexican-American schools held weekly workshops on Mexican history and culture and on conversational Spanish. Other schools used Glasser's television course, Schools Without Failure, as a basis for their workshops. One group of schools used the staff development program of the Institute for the Development of Educational Activities.

Area staff development was conducted by the area staff and by outside agencies. Colleges and universities presented classes in teaching math, reading, and language arts; reading diagnosis and remediation strategies; early childhood education; and motivation for learning.

Community resources were also used to develop the programs further within the schools.

OBJECTIVES: By April 1972 at least 75 percent of participants will rate positively the effectiveness of inservice activities.

By April 1972 selected participants will have achieved a mastery score of 70 percent or better on a locally devised rating scale of skills learned or developed through inservice for their ESEA assignment.

EVALUATION STRATEGY: Rating scales and questionnaires were developed to assess the effectiveness of staff development and were distributed to all Title I school personnel in May 1972. Evaluation devices were developed for specific components (i.e., teacher-librarians, education aides) whenever content was known. Mastery of skills learned or developed through inservice was not assessed.

FINDINGS: Teachers, reading specialists, math specialists, ESL specialists, education aides and others indicated that staff development was effective.

The most frequent comment by teachers was a plea for more staff development in general, followed by requests for workshops in specified areas, followed by requests for workshops on staff needs in general. Education aides' comments expressed the need for more parent involvement, improved staff development, and more teacher involvement. Comments by reading and math specialists likewise indicated a need for more staff development.

Responses by all Title I personnel indicated that attendance at local school staff development activities was highest, followed by area-wide staff development activities, then local school staff development in cooperation with colleges and universities and other agencies.

CONCLUSIONS: The objective of having 75 percent of the participants rate the various inservice activities as effective was more than met. The lowest rating was 78 percent for parent involvement, and the highest was 89 percent for language development.

The local school provided a wide variety of staff development activities and more of them than any other source.

The objective of achieving a mastery score of 70 percent or better on skills learned or developed through inservice was not assessed because such skills are so many faceted as to be virtually incapable of measurement other than subjectively. It might be inferred that this objective was attained in that the participants rated the various inservice activities as effective, but it does not necessarily follow that the learner has learned because he thinks he has.

RECOMMENDATIONS: Staff development generally should be expanded.

More staff development activities should be provided in special areas.

Evaluation of staff development would be facilitated if the schedule and content of meetings were clearly outlined enough in advance to prepare appropriate evaluative instruments.

NEGLECTED AND DELINQUENT CHILDREN

Pupils	
Public Schools	696
Nonpublic Schools	254
Participating Institutions	24
Staff	
Certificated	13
Medical	3
Teacher Assistants	20
Inservice Participants	74
Approximate Cost	$147,035

DESCRIPTION: Neglected and Delinquent Children was essentially a supportive services project but provided both instructional and supportive services to institutionalized children attending public and private elementary and secondary schools. Component activities to meet the diversified needs of these children were planned by an advisory committee consisting of institution representatives, project personnel, and central office medical staff members.

From mid-September 1971 through mid-August 1972, the project provided tutorial, counseling, and/or health services to 950 pupils housed in 24 institutions and attending 75 public and 7 nonpublic schools. The instructional component consisted of 20 graduate students and college seniors employed as teaching assistants assigned to participating institutions from 2 to 30 hours per week. They worked either as aides to teachers in classrooms or after school hours tutoring children. The instructional program was augmented in the six-week summer session by the addition of 10 certificated teachers employing diagnostic-prescriptive techniques. The summer project served 348 elementary and secondary pupils.

The "heart" of the program was the therapeutic team, consiting of an elementary counselor, a secondary counselor, a nurse, and a curriculum specialist. A physician and an audiometrist provided additional supplementary services. Pupils with educational, social, behavioral, and health problems were referred to the therapeutic team, whose members provided institutional staff, teachers, and other personnel with the types of information necessary for complete educational planning. Principal activities of the counselors were as follows: individual evaluations, including ability, achievement, and psychological testing; coordination of conferences with parents, teachers, psychiatrists, social workers, houseparents, and school and institution administrators; individual and group counseling; vocational counseling; and classroom observation.

A staff development program for teachers, teaching assistants, and institution staff was conducted throughout the school year. In the summer, six workshops, each of two hours duration, provided inservice education in the problems and needs of neglected and delinquent children and in the techniques for solving the problems and meeting the needs.

OBJECTIVES: The goals of the Neglected and Delinquent component were

- by May, 1972, to reduce the number of children who are failing their subjects (all subjects including reading and math) in public or private school settings.

- by May, 1972, institutional and public school staff will assert that counseling services have assisted them in coping with individual learning and/or behavior problems.

- by the end of May, most of the pupils will have received vision screening. Children with obvious defects will have been referred to appropriate medical or dental resources.

- the majority of the pupils will participate in small group investigation and discussion of health problems such as drug dependency.

EVALUATION STRATEGY: 1) Pre (February) and post (June) subject marks and anecdotal records for sample group of pupils were compared. 2) Daily activity logs, kept by counselors and the nurse on the therapeutic team, were analyzed. 3) A locally devised attitudes inventory (ME Profile) was administered pre and post to pupils to assess their self- and self-other concepts. 4) Institutional staff members and pupils completed questionnaires, wrote comments, and rated the effectiveness of various project components: tutorial, counseling, health services, and staff development.

FINDINGS: Instruction. Analysis of the pre-post subject marks for a sample of tutored pupils revealed slight but not statistically significant gains in most subject areas, but no reduction in the number of pupils failing. An examination of pre-post anecdotal records of the sample of tutored pupils indicated that most of them had improved in self direction, responsibility, and overt behavior. Institutional personnel rated project resource personnel and teaching assistants above average for both the regular school year and summer school.

Supportive Services - Counseling. Counselors conducted both individual and group counseling sessions with pupils. They administered tests to assess learning potential, achievement level, neurological maturity, emotional adjustment, and vocational preference. They wrote prescriptions for each pupil studied.

On a locally-devised attitudes inventory, project pupils rated themselves negatively with greater frequency than did regular school pupils, but showed growth between pre and post tests.

Institutional personnel rated counselors above average on all items. They assigned their lowest ratings to "assisting staff with behavior problems" and the highest to "acting as liaison between institution and public school." In addition they wrote favorable comments. Pupils rated the effectiveness of counseling services from average to very high.

Supportive Services - Health. More than half of the pupils received the following health services: vision screening, health referrals, small group discussion in narcotics and/or sex education, audiometric evaluation, and physical examinations. Pupils rated their services at medians ranging from 1.9 to 2.9 on a 3-point, low-to-high scale of effectiveness. Institutional staff rated the services at medians ranging from 4.0 to 4.7 on a 5-point, low-to-high scale.

Supportive Services - Staff Development. The school year inservice program was rated at medians of 4.7 for counseling and 4.5 for health. The summer workshop series, with an average attendance rate of 76 percent of enrollment, was rated at medians ranging from 3.8 to 4.7. Participants rated workshops on the characteristics of pupils higher than workshops on techniques and processes.

CONCLUSIONS: The project may be considered to have been successful, having clearly achieved most of its objectives. Reduction in the number of failing pupils was undetermined because of problems involved in data analysis. Although there were indications that tutored pupils were reducing their failing marks and improving their grade point average, there was no statistically significant evidence that the number of failing pupils was reduced. The project met its quotas for providing a number of services to a number of participants. It was highly rated by the consumers, who, in addition, wrote supportive comments and testimonial letters. Pupils appeared to have improved in self concept, and in emotional and social adjustment.

The present balance of project activities -- instructional and supportive services components, full year and summer school -- appears to be optimal, considering the size of the effort and the nature of the institutions served.

RECOMMENDATIONS: Continue the component as presently constituted. Study the variables associated with academic success.